DOCUMENT RESUME

ED 146 834 HE 009 399

AUTHOR Marienau, Catherine
TITLE University Without Walls Handbook.
INSTITUTION University Without Walls, Minneapolis, Minn.
PUB DATE May 75
NOTE 147p.
AVAILABLE FROM University Without Walls, University of Minnesota, 331 Nolte Center, Minneapolis, Minn. 55455

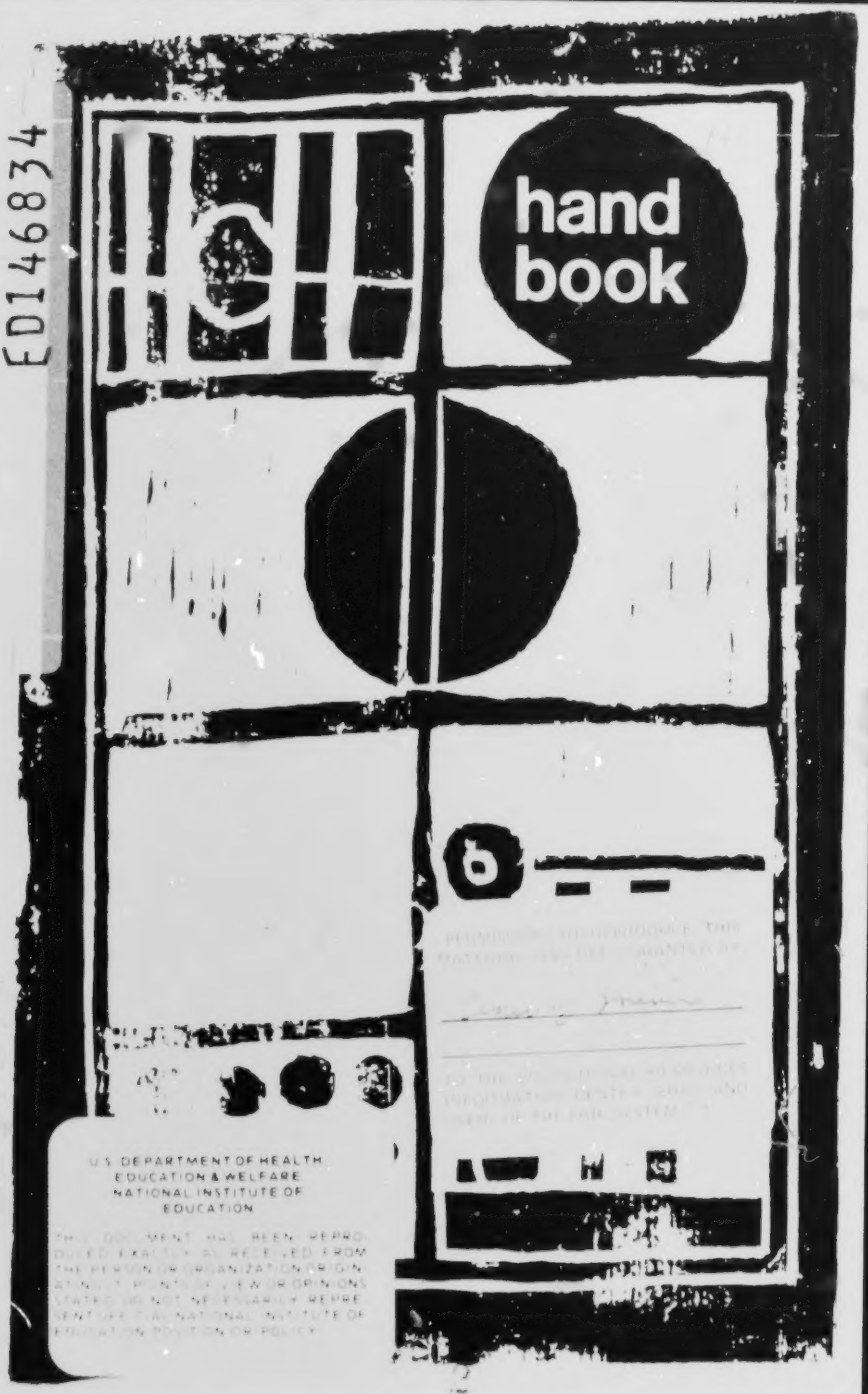
EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS Administrative Policy; College Students; *Degree Requirements; *Degrees (Titles); *External Degree Programs; Faculty Advisors; Graduation; Guides; Higher Education; Independent Study; *Individualized Curriculum; *Individualized Programs; Instructional Materials; Performance Contracts; Program Content; Program Guides; Program Planning; School Registration; State Universities; Student Evaluation; Student Experience
IDENTIFIERS Experiential Learning

ABSTRACT

The handbook provides practical guidelines for approaching and carrying out an individual program at the University Without Walls (UWW). Section one gives an overview of UWW, with key affiliations, concepts, and materials, and a look at student participation. Section two contains information on implementing a program: program advisors, faculty advisors, self-designed study projects, student contracts, documenting experiential and other learning, evaluation, long-term degree plans, and coursework options. Section three covers degree requirements and the graduation review process. Section four reviews bureaucratic procedures and policies on registration and student status, and section five covers miscellaneous necessary information. (MSE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED146834



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ABOUT THIS HANDBOOK

This handbook is an attempt to provide you with some practical guidelines for approaching and carrying out your individual program in UWW. A certain air of "finality" tends to be conveyed through the written word. Our intention, however, is for the Handbook to help you understand UWW and the number of possible ways you can approach and carry out your own program. Certainly it is not intended to be a limiting force of any kind.

The information in the Handbook is subject to change as we continue on with the development of UWW. Most of the changes in the program come about (directly or indirectly) through you. As you progress through your UWW program, you may think of alternatives and/or better ways of doing things. Please let us know. We expect to update this Handbook every year or so and hope to see your ideas expressed in each new version.

HANG ON TO THIS BOOK -- it may keep you from needless trauma. It is not a book to be read in one sitting, nor will all the information between its covers be relevant to you. The Table of Contents is comprehensive so you can look things up easily. Familiarize yourself with the overall contents of the Handbook and then read its parts selectively, as the need arises.

Obviously, this book does not contain everything you need to know about UWW or your own program. Use the UWW staff -- we are here to assist you in your learning experiences.

The UWW Staff
May 1975

THIS HANDBOOK WAS WRITTEN BY CATHERINE MARIENAU. HOWEVER, THE INFORMATION CONTAINED BETWEEN ITS COVERS IS THE CULMINATION OF OVER FOUR YEARS OF PROGRAMMING, WITH THE INPUT OF STUDENTS, FACULTY AND STAFF, PAST AND PRESENT. MORE SPECIFICALLY, THANKS GO TO UWW GRADUATES, SYLVIA HORWITZ, WENDELL SHIELL, RAY ARNTSON AND JAMES MC DONALD: SECRETARIAL STAFF FOR TYPING AND RE-TYPING, GLENDORA HAUGER, ROSE GREGOIRE, MARY RICE AND ERIC LEYSON: AND STAFF FOR READING AND RE-READING AND MUCH DISCUSSION, JEFFREY JOHNSON, ROBERT ROEDOCKER, JANET COLEMAN, HOLLY ZANVILLE, TONI POMERENE, SHIRLEY HOLM, SHEILA LENTON AND KARLA KLINGER: AND THE STUDENT ADVISORY BOARD FOR THE SAME, HARRY SAMUELS, RON WARD, DAVID BACKLUND AND GLENDORA HAUGER.

TABLE OF CONTENTS

5

12

TABLE OF CONTENTS

	Page
ABOUT THIS HANDBOOK	
Section I: UWW: AN OVERVIEW	1
Key UWW Affiliations	2
The Union	2
University College	2
Key UWW Concepts	3
Student Participation in UWW	6
Research and Development	6
Student Advisory Board	6
Committee Work	6
Important UWW Materials	7
Section II: IMPLEMENTING YOUR UWW PROGRAM	8
UWW Program Advisors - Roles and Functions	9
Faculty Advisors	11
University of Minnesota Teaching Faculty	11
How to Use and Choose University of Minnesota Faculty	12
Major Advisors	13
Community Faculty	14
Procedures Regarding the use of Community Faculty	14

	Page
Self-Designed Study Projects	19
Suggestions on Getting Started	19
The Project Proposal	21
Discussion of Proposal Outline	21
Commonly Asked Questions about Projects	23
Student-Faculty Contracts	28
Contract Design	28
When to Use Contracts	30
Documenting Your Learning (Past, Present, Future)	31
Deciding What to Document	31
Mechanisms for Documentation	32
Integration of Prior Learning	33
Prior College Credits	37
Expected Features in Documentation	38
Points on Evaluations	40
Faculty Evaluations	40
Self-Evaluations	42
Long Term Degree Plans	43
Definition of the Policy	43
What Constitutes a Degree Plan	43
Purposes of the Degree Plan	44
Obtaining Feedback on the Degree Plan	45
Changing the Degree Plan	46

	Page
Course-Work Options	46
Points to Remember about Coursework	46
Regular Class Attendance at University of Minnesota	46
Y Registration (Independent Study)	47
X Registration (Extra-Credit)	47
CEE Independent Study Courses	47
TV, Radio and Newspaper Courses	47
Courses at University of Minnesota Coordinate Campuses	47
Credit-by-Exam	47
CLEP Exam	48
Courses at Other Colleges and Universities	48
Suggestions toward Your Successful UWW Program	48
Communicate	48
Utilize University of Minnesota Faculty	49
Define Your Main Study Area	49
Integrate Theory and Practical Application	50
Document	50
Set Realistic Timetables	51
Know Your Interests	51

Page

Section III: OBTAINING YOUR DEGREE THROUGH UWW..52

Degree Requirements 53

The Meaning of a Liberal Education at University of Minnesota 53

The B.A.-B.S. Distinction 55
Formal Application for Degree 55
All-University Residency Requirement 56
UWW Graduation Criteria (7) 57

Compiling your Graduation Dossier 60

Contents of a Dossier 60
Guidelines for Writing your Statement of Readiness 61
Narrative Transcript Policies 65
Uses of the Narrative Transcript 69
Illustrative Materials (What to Include) 71

The Graduation Review Process: Preliminary Review..72

Purpose of Preliminary Review 72
Initiation of the Process 72
Preliminary Review Committee 72
Timetable for Preliminary Review 73

The Graduation Review Process: Final Preparations..74

Distribution of Dossiers 74
Graduation Committee Composition 74
Timetable for Review 75

	Page
The Graduation Review Process: Final Review	76
Graduation Committee Meetings	76
Committee Member's Responsibilities	77
Student's Role at Graduation Meeting	77
Committee Recommendations	77
Non-Approval of Candidate for the Degree	78
Committees' Responsibilities	78
Re-Submission of Dossier	78
Student Recourses	78
After UWW Graduation	79
Graduation Ceremonies	79
Continued Participation in UWW	79
Transcript Requests	80
Registrations after Graduation	80
Application to Graduate/Professional Schools	81
SECTION IV: BUREAUCRATIC PROCEDURES & POLICIES	82
Registration	83
Quarterly Mailings on Registration	83
Full-time Registration Policy	83
Graduation Registration Policy	83
UWW Registration Numbers	83
Conducting Registrations	84
Registration over Distance	84
Registration Mechanisms	84
Student Services Fee	

Page

Student Status 86

Inactive Status Policy 86
Leave of Absence Policy 87
Special Review Status 88

Procedures for "Dropping" Students from UWW 89
Procedures for Students "Withdrawing" from UWW 90
Student Confidentiality Policies 90
Changing UWW Program Advisors 91

Section V: POTPOURRI 92

Financial Aid Information 93
Veteran's Benefits 93
UWW Student Services 93
Maintaining your Own Files 93
Additional Expenses 94
Mail from UWW 94
Keep UWW Informed 94
Review of Graduation Dossiers 94
Access to Audio-Visual Equipment 94
Use of Media for Graduation 95
Handy Resources for Students (A beginning list)..96

SECTION

16

1

UWW: AN OVERVIEW SECTION ONE

This section is a barebones introduction to the background of UWW -- where UWW fits administratively, the concepts on which UWW is founded, and ways for you to become involved in UWW's operation.

KEY UWW AFFILIATIONS

Union for Experimenting Colleges and Universities (UECU)

The Union is a national consortium of institutions that have joined to encourage research and experimentation in higher education. The Union is administratively housed in Yellow Springs, Ohio on the Antioch College Campus. UWW is one alternative educational model born out of the Union consortium. Presently, 34 colleges and universities have adopted the UWW experimental model. See the Appendix for a complete list of other UWW units.

University College (University of Minnesota)

You are enrolled in University College as a student in UWW. University College is the administrative home of UWW and houses other experimental and non-traditional programs. It is a day school program of the University and awards the Bachelor of Arts or Bachelor of Science degrees of the University of Minnesota.

The University College is governed by an Assembly which is composed of faculty and student representatives. The Assembly functions in cooperation with an Executive Committee and a full-time Dean.

See Section IV on Registration in University College.

KEY UWW CONCEPTS

The UWW model is a flexible one, and each UWW unit develops its program around certain key concepts. The following describes the ways in which UWW at Minnesota has interpreted those key concepts:

A) Use of Program Components which provide for a broad array or mix of resources for teaching and learning. In UWW your resources are limited only by your own circumstances and by their relevancy to your program of study. You may draw upon the more traditionally structured resources of the University, such as coursework and seminars. You are encouraged, however, to make use of non-traditional formats for learning. These may include internships, field and job experiences, independent study and research, individual and group projects, seminars and workshops, television and newspapers, programmed learning facilities and travel.

Section II, "Building Your UWW Program" of this Handbook, provides you with specific information on how to incorporate these various program components in your own program of study.

B) Employment of flexible time units for learning. You set your own timetables for beginning and completing your study projects, according to your interests and situations. You are bound by the quarter schedule in only two instances, 1) payment of tuition, and 2) enrollment for regular courses. Section IV on "Registration" explains set schedules.

C) There is no fixed curriculum and programs are individually designed. You are personally responsible for designing your academic program based upon your educational interests and needs. While you will be assisted by the UWW staff and University of Minnesota faculty, the ultimate design of your program will be your own. This Handbook contains practical guidelines to help you meet both your learning goals and UWW degree requirements.

D) Inclusion of a broad age range of persons to provide the opportunity for persons of all ages to secure an undergraduate education. UWW has no age limit. The present age range in the program is 14 to 63.

E) Development of procedures to prepare students for the responsibilities of self-directed learning. The UWW format provides for a close 1:1 relationship between you, your UWW advisor, and your faculty advisors. Communication with your advisors can be carried out in several ways: in person, telephone, tapes or letters. While in-person contact with your advisors is encouraged whenever possible, UWW will make full use of other forms of communication for the many of you who cannot come to campus. UWW offers a number of vehicles to assist you in "learning on your own", such as: project proposals, student-faculty contracts, self-evaluations, long-term degree plans and Readiness Statements. Each one of these formats and others are explained in this Handbook.

F) Use of experts from the community at large as members of the instructional staff. Community

Faculty are used frequently by UWW students and are recognized as valuable assets to students' programs. The procedures to follow when you wish to use Community Faculty are explained in Section II.

G) Development of new assessment procedures, with periodic evaluations to include both students and advisors. UWW does not use grades or credits as measures of learning nor as the basis for the award of the degree. Each completed learning activity (self-designed projects and, ideally, coursework) is accompanied by a narrative evaluation written by your faculty advisor(s). These evaluations are recorded on your UWW Narrative Transcript. In addition, you are encouraged to write a self-evaluation of each major learning activity you undertake at UWW. Sections II and III of the Handbook explain UWW's evaluation procedures.

STUDENT PARTICIPATION IN UWW

Research and Development:

As key participants in the UWW experiment, you are expected to cooperate in UWW's research efforts. Typically, this will involve such things as responding to questionnaires, partaking in personal interviews, and taking standardized tests if developed. While UWW is sensitive to your time constraints and privacy, we view you as the most important sources of information regarding the quality of the UWW program. You will be asked to share your information and insights so that we may continue to build upon the initial success of the program and communicate our findings to the rest of the academic community.

Student Advisory Board:

The S.A.B. became a permanent part of the UWW structure in September, 1973. It is comprised of a group of UWW students and alumni whose main task is to advise the UWW staff on issues and policies which are directly related to student concerns. The S.A.B. meets on a bi-monthly basis and is on call to provide feedback to the staff as the need arises. Student participation in this part of the decision-making process is very valuable and if you wish to consider becoming a member of the S.A.B., please see your UWW advisor. The S.A.B. By-Laws are in the Appendix.

Committee Work:

UWW students are eligible to serve on the University College Assembly, which is the governing body of all programs within University College. Students may also

serve on ad-hoc committees developed through University College or UWW. If you are interested in serving on committees at the all-college level, please inform your UWW Advisor.

IMPORTANT UWW MATERIALS

The following is a list of UWW-provided materials that you should become familiar with during your enrollment in UWW:

UWW General Brochure
UWW Graduation Booklet
UWW Guidelines for Community Faculty
UWW Student Handbook

SECTION

25¢

2

IMPLEMENTING YOUR UWW PROGRAM

SECTION TWO

This section contains a wide range of information which will guide you in the implementation of your individual program. It includes program policies and procedures as well as suggestions on ways in which to incorporate these into your particular program of study. While the actual number of requirements is limited, the suggested procedures are based upon several years of experience and have proven effective for others in carrying out a successful program in UWW.

UWW PROGRAM ADVISORS - ROLES & FUNCTIONS

UWW has a core staff of advisors, one of whom will be assigned to you when you enter the program. After you have submitted your University of Minnesota admission forms, contact your UWW Program Advisor to discuss your first quarter registration and your plans for carrying out the first stage of your UWW program. Your UWW program advisor is the person to see about the questions you have concerning your program or other University-related matters.

Your UWW Program Advisor's primary task is to facilitate your overall program, and you may expect assistance in any of the following areas (not inclusive): designing project proposals; developing long term degree plans; identifying faculty advisors; locating resources; providing feedback on your plans and directions; carrying out quarterly registrations; providing moral support; and cutting red tape.

The UWW Program Advisor performs two basic roles: 1) acts as a Student Advocate, and 2) acts as an overall evaluator of a student's progress/performance in UWW. This latter role warrants some explanation. Your UWW advisor does not have expertise in your main study area(s) and does not formally evaluate your specific projects of study. However, since your UWW advisor will have an understanding of your overall program objectives, plus an understanding of the requirements of UWW, he/she is in a position to evaluate or assess the overall quality of your performance as a UWW student. For example, your UWW advisor may assume

the evaluator role in the following instances:

1 - in assessing the direction of your UWW program, e.g., Long-Term Degree Plans (see Section II);

2 - in assessing your progress or lack thereof in UWW, e.g., initiating the Special Review Status (see Section IV);

3 - in assessing your readiness for graduation, e.g., serving as a voting member on both the Preliminary Review Committee and the Graduation Committee (see Section III).

Ideally, your UWW advisor serves as your advocate even when placed in the role of an evaluator. The key to ensuring the relatedness of these two roles is to maintain regular contact with your UWW advisor and to keep him/her informed of your learning activities.

The two of you can work out a working relationship which best suits your particular learning style and needs.

"Looking back on the experience at UWW several key points come to mind. The first of these is the broad task of the program adaptability that is necessary by student and faculty alike. This necessitates a generalist approach by the student's UWW advisor. A rather firm program must be envisioned by the student in this case with additional input on

technical selection of study by area specialists within the University or elsewhere."

Raymond Arntson
1974 Graduate

FACULTY ADVISORS

Faculty Advisors are those people who have expertise in your study area(s) (area specialists) and who work with you in the design and implementation of your particular learning activities. UWW has distinguished two groups of faculty advisors:

1) University of Minnesota Faculty, and
2) Community Faculty.

UNIVERSITY OF MINNESOTA FACULTY POLICY:

UWW does not have teaching faculty of its own and therefore utilizes the faculty of the University at large. University of Minnesota faculty are defined as those members of the academic staff who 1) have, minimally, 50% time appointments at the Instructor level and 2) have teaching responsibilities or are recognized as members in a University department.

HOW TO USE AND CHOOSE UNIVERSITY OF MINNESOTA FACULTY:

You may use University of Minnesota faculty in a number of ways, some of which are:

- as content advisors for a self-designed project;
- as teachers in a classroom situation;
- as general resource/referral contacts;
- as area specialists on your graduation committee;
- as evaluators of past learning activities;
- as major advisors (please see below).

University of Minnesota faculty are essential to the quality of your study program and you are encouraged to seek their assistance at every opportunity. University faculty should be brought in at an early point in your program so that you may benefit from their knowledge of your subject area and avoid any unnecessary pitfalls in your academic pursuits.

It is important that you work with faculty advisors who have expertise in your specific study area(s) and who are compatible with the method of learning you have chosen. The following are examples of ways to choose a University faculty advisor, depending, of course, on your particular learning situation:

- relate your needs to your UWW program advisor and request him/her to identify a faculty advisor;
- attend a class to become familiar with the instructor's perspective, teaching methods

and knowledge of the subject;
- refer to the quarterly class schedule bulletins to see who is teaching subjects in your area;
- refer to the Student-Staff Directory for the listing of faculty in your discipline;
- contact Departments (the chairperson, head secretary or independent study advisor) for referrals;
- talk with other students and choose on the basis of reputation;
- choose someone with whom you have established prior contact.

MAJOR ADVISORS:

A major advisor is a University of Minnesota faculty person with expertise in your main study area who serves as an overseer of the development of your main study area. A major advisor is not expected to serve as a project advisor for each of your individual study projects, although he/she may do so if appropriate.

Also, a major advisor could serve as one of the area specialists on your graduation committee (see Section III).

While you are not required to identify one faculty member as your major advisor, certain UWW policies (Long Term Degree Plans and Graduation Committee Composition) encourage such an arrangement. Your use of a major advisor depends largely upon the length of time you spend with UWW and the nature of your work in UWW. Your UWW Program Advisor will assist you in determining the use of a major advisor.

COMMUNITY FACULTY:

Community Faculty include any persons, other than University of Minnesota teaching faculty, who possess expertise in your study area and who are able to share their knowledge in a learning situation. Community Faculty can be used to advise and evaluate your work on current study projects and/or to evaluate a specific learning activity which occurred prior to your enrollment in UWW. A Community Faculty member may also serve as one of the area specialists on your graduation committee.

Typical Community Faculty are job or internship supervisors, acknowledged practitioners in a particular field, or teachers in a non-University of Minnesota setting. UWW does not have a resource bank of Community Faculty and you are usually responsible for locating your own Community Faculty.

PROCEDURES REGARDING THE USE OF COMMUNITY FACULTY:

- Develop a proposal for your specific project or the criteria if the activity is already completed. (You may use the assistance of your UWW program advisor and/or your prospective Community Faculty advisor).

- Establish an understanding with your prospective Community Faculty advisor of the nature of your project and specific roles for each of you. (We encourage the use of a student-faculty contract, which is explained later in this section).

- Supply your prospective Community Faculty advisor with 1) "Guidelines for Community Faculty, August 1974" booklet and 2) UWW General Program Brochure. (You may request your UWW Program advisor to forward these materials).

- A prospective Community Faculty advisor must complete a Community Faculty application and return it to the UWW office. All Community Faculty must be formally approved by UWW (see following criteria for acceptance).

- In addition to the Community Faculty application, the UWW office must have
  1) a copy of the project proposal and/or
  2) a copy of the signed student-faculty contract and/or
  3) a copy of the criteria for evaluation.

  In exceptional cases, an evaluation of a completed learning activity will be accepted. (Either the C.F. or your UWW advisor can supply these materials - it is up to you to see that they are available).

- Your UWW program advisor will review the application and supporting materials and will forward them to the UWW Director for approval.

- The Community Faculty applicant will receive notice of his/her appointment status within two to three weeks.

- When your learning activity is completed according to the pre-established conditions, request your Community Faculty advisor to complete a Faculty Evaluation Form, obtainable from the UWW office (see appendix). The Faculty Evaluation is recorded on your UWW Narrative

Transcript (see Section III).

- The Community Faculty Advisor will receive a letter from UWW, acknowledging his/her service and completion of obligations.

- If you choose to use the same Community Faculty member for more than one project, he/she must reapply for renewed status.

Appointment Criteria:

Community Faculty appointments are based on:

1) the applicant's knowledge or expertise related to your specific study area;
2) an understanding between you and the applicant of the purpose of the study project and your respective roles;
3) the likelihood that the agreement will be carried out, given time/energy constraints.

In determining the appropriateness of the applicant's expertise, the following variables are considered:

1) formal academic training
2) formal training outside the context of a college or university
3) experiential learning
4) expressed ability to advise and evaluate your learning.

Community Faculty need not possess a college degree or a certain amount of job experience.

Honoraria:

Depending on the state of the UWW budget, honoraria may

be provided upon request to Community Faculty who successfully complete their advisory and evaluative responsibilities. Honoraria will not be provided to Community Faculty who evaluate only, and who do not advise. "Past Learning Experiences" will not be considered for honoraria if only evaluating was done.

Exceptions to these rules are permitted - see your UWW Program Advisor if there is just cause for payment of honorarium.

Non-Approved Community Faculty Application:

Either you or your UWW Program Advisor may re-negotiate with the Community Faculty applicant for a revised application or additional materials as needed. UWW attempts to screen out applicants with possible conflicts of interest, e.g., spouses, parents, other relatives, close friends, etc.

Changes in the Agreement:

Changes in the working agreement with your Community Faculty advisor are permitted with the knowledge of the parties involved. If a major change is required, it should be conveyed in writing, with a copy for yourself, your Community Faculty advisor and your UWW advisor. If you or your Community Faculty advisor should abandon the project before it is completed, inform your UWW advisor. The consequences depend upon the situation, but is is likely that the learning activity will not be recorded on your transcript and the Community Faculty advisor will not receive an honorarium if previously requested.

SELF-DESIGNED STUDY PROJECTS

"The self designing of a study project, the writing of a student faculty contract, the concepting of a long-term degree plan and the work that must be done by the individual student to complete the degree plan was a major learning experience in itself. My project forced me to review and document past experiences within my field, determine what further experiences and research I must do in order to round out my education in that particular field. I then had to conceive and schedule and get approval on my study program.

The self-discipline involved in this experience is something that I believe all students should go through. It forces an individual to originate an idea, develop it over a period of time and reach a conclusion. There are not enough people in industry today with this ability."

Jim McDonald
UWW Graduate 1973

- - - -

Suggestions on Getting Started:

Most of you will be proceeding through UWW by undertaking learning projects which you design and explore in your own way. You have already experienced designing a sample project in your application to UWW. It is likely that you have also pursued learning in a self-directed manner in various situations prior to becoming a UWW student. UWW attempts to provide you with some concrete guidelines toward the fuller development of your skills as a self-directed learner.

An important skill is being able to identify what you want to learn about in general and then to break it down into workable "chunks" of things to study. It is your decision to decide where to begin and how to define that area in terms of learning objectives. The following are some approaches that have been used by other UWW students to make these decisions.

-What are you interested in? If you could learn about anything you wanted to, what would it be? Perhaps this is the place to begin.

-Do you need to know more about an area of interest before you can design projects about it? You might initially research the content area to determine what questions could be asked before you design an actual project proposal. Or you might consider doing an

overview of the content area as a project in itself to help you discover questions to be addressed in future projects.

-If you are familiar with a major area, you might analyze what you have already learned against what you would like to learn and develop projects around the latter.

THE PROJECT PROPOSAL:

The project proposal is an excellent format to use when you have decided on a certain "chunk" of an area to study and you need to set up concrete guidelines for carrying out that study. In designing a project, you play the dual role of student and teacher as you determine:

1) your own set of learning objectives,
2) the means in which you intend to meet those objectives,
3) the expected result of your learning, and
4) the measures to evaluate what you learned.

The freedom to learn what you want in your own way is yours. The responsibility for the results of what you undertake is also your own.

You will undoubtedly find that designing a concise and useful project proposal is a time-consuming process. Your project proposal will likely see several revisions before you are ready to implement the study and it may become refined even more as you get into it. It is your learning tool (don't file it once it's written and approved) - use it actively

throughout the project.

Your UWW Program advisor is your prime resource for assistance in designing project proposals and is also responsible for approving your project proposal. Your UWW Advisor and Faculty Advisor should be given a copy of your working project proposal.

Most students find that a written proposal, following the form outlined below, is the most appropriate way to communicate their project ideas. The form is flexible - adapt it to suit your needs. The following discussion is aimed to help you in designing a useful project proposal.

DISCUSSION OF PROPOSAL OUTLINE:

Title: The title should be a concise definition of what your particular project is all about. It sets the parameters of your study. Check the title carefully to make sure it covers only those areas/perspectives to be included in your study.

Background & Rationale: Briefly describe how your interest in this area evolved. If this project fits into a larger scheme, explain how it is to be used. Also, share your thoughts on why this is a study worth doing.

Objectives: This is the crux of your project. Keeping in mind your title, list those specific questions for which you are seeking answers. Start with the basic questions first and build specific objectives from these. Objectives are most easily met if they are 1) specific, 2) objective, and 3) measurable. Also consider what kinds of related skills you may need to develop for this project (e.g., inter-

viewing, research, communication). These, too, can be stated as objectives.

Resources: Review your objectives. Decide what things (people, places, books) are likely to contain the information you need to answer your questions. Try to identify your resources as specifically as possible and relate them to each objective or related sets of objectives.

Methods: Given the resources you have identified, what means will you use to extract the information you need? Develop your methods as thoroughly as you can at this point. Remember to describe the context in which they will be used.

Result of Project: You will need a format that demonstrates what you have learned and accomplished in this project and that can be evaluated by your faculty advisor. Determine what form of communication will best represent the work you have done. Briefly describe the nature of the expected outcome.

Study Schedule: Determine when you will begin the project and set a tentative completion date. The schedule provides a bit of structure to help keep you in the mainstream of your project. When determining your timetable, carefully consider the nature of your project and the time involved in carrying it out. Also, what other time commitments do you have and how do these influence the time you can devote to this project?

Faculty Advisors: What type of expertise do you need to assist you in this project? Who is likely to be knowledgeable in your area and be in a position to evaluate your work?

Evaluation: You will obtain a written evaluation from your faculty advisor(s) of your completed project. Your faculty advisor needs a set of guidelines to assist him/her in assessing what you learned from this project. The criteria for evaluation can best be determined by considering your original learning objectives and the intended result of your project. You should initially design the criteria for evaluation and then reach agreement with your faculty advisor at the onset of your project.

Bibliography: Relevant literature exists in nearly every aspect of every field. As a scholar, you will want to seek out the literature appropriate for your particular study and integrate it into your learning of the area. At this point, it is likely you will have a partial listing of the literature which can be expanded as the project progresses.

COMMONLY ASKED QUESTIONS ABOUT PROJECTS:

How Long Should A Project Be Projects can vary in length from a short period of time (3 weeks) to a year or more in duration. We do encourage people beginning with UWW, or pursuing a new subject area, to take on shorter-term projects, e.g., 3 months or so. The longer-term projects usually constitute the Major Project and should be undertaken only when you have a firm grasp of your subject area. Often times you will find that a longer-term project can be broken down into a series of related short-term projects, which are easier to implement and provide more frequent source for feedback and evaluation.

What Kinds of Project Outcomes Are Most Acceptable? This primarily depends on what you and your faculty advisor consider to be acceptable. We encourage tangible outcomes, particularly in your main study area as a means of maintaining a permanent record of your accomplishements that can be included in your Graduation Dossier. The main points to remember about project outcomes are that they represent what you learned and that they are in a form which can be evaluated by your faculty advisor. Suggested formats are: written documents, audio or video tapes, photo essays, a lecture or oral presentation.

What If I Want To Change The Focus of My Project? You may find your original objectives were too broadly stated and that you need to focus in on a more specific area. Or, perhaps your research has found your initial design lacking in substance. Or, you may just lose interest in some aspect of your project. If you wish to change your project, you need to discuss this with your UWW Program Advisor and your Faculty Advisors. It is likely that you will be asked to revise your project proposal according to your change in direction.

What If I Want To Change Faculty Advisors During A Project? A number of factors can contribute to a changing of advisors during a project, e.g., difficulty in meeting together, lack of interest or commitment, conflicts over the study area or requirements. Be clear about your motives for changing Faculty Advisors and discuss it with your UWW Advisor. Formally notify your Faculty Advisor

that his/her services are no longer required and make sure the voided arrangement is understood by all parties concerned. Seek out a new Faculty Advisor following all the steps for securing a Faculty Advisor.

May I Undertake a Project Without a Faculty Advisor? It happens, but such an undertaking is certainly not encouraged. While it is possible to obtain an evaluation from a Faculty Advisor "after the fact", it often places both you and the Faculty Advisor in an uncomfortable and unknowledgeable position. Self-directed learning is the focus in UWW, but that does not mean learning in a void of other's input. Make every effort to locate and use Faculty Advisors during the course of your project.

What If I Am Not Able To Adhere To My Project Timetable? There is no penalty for completing a project before your established completion date. If you find your project will run longer than anticipated, inform your UWW Advisor and your Faculty Advisor, and make the proper re-adjustments in your working agreement.

When Is My Project Considered Completed? Your project is considered complete when you have obtained the Faculty Advisor's written evaluation and submitted it to your UWW Advisor for placement on your Narrative Transcript. If you have made an agreement with your UWW Advisor to write a self-evaluation of your project, this, too, must be submitted.

Must I Write Self-Evaluations For Each Project Undertaken? This is between you and your UWW Advisor. Generally, self-evaluations are recommended as you complete each major phase in your UWW program. Your self-evaluations may be related to a specific project or set of projects or for some designated period of time. Self-evaluations are to help keep both you and your advisor in touch with your progress and learning experiences. Self-evaluations also serve as helpful resources when you are writing your Statement of Readiness for graduation.

What If I Begin A Project But Do Not Complete It? Your Faculty and UWW Advisors must be informed of your decision to drop the project. The learning activity will not be formally recorded. You may opt to discuss the activity in your Statement of Readiness and/or to write a self-evaluation of what occurred.

What If I Receive a Negative Or Irrelevant Evaluation On My Project? You can renegotiate with your Faculty Advisor for a revised evaluation. You can seek out an additional evaluation from another Faculty Advisor. You can write your own evaluation of the project to be included in your Graduation Dossier. Once an evaluation is received by the UWW office, it will be recorded on your Narrative Transcript. One way to avoid having a negative or irrelevant evaluation placed on your transcript is to discuss the evaluation criteria and the nature of your Faculty Advisor's evaluation before he/she submits the final version to UWW.

How Many Projects May I Work On Concurrently? As many as your time and capabilities permit. Some

students find it necessary and/or convenient to work on two or more projects during a given period of time while others prefer to work on a per-project basis. It is probably wise to limit yourself to one project during your early involvement in UWW.

How Many Projects Will I Need to Complete My Degree Program? There is no required number of projects. Think quality instead. It is the quality and depth of your learning activities (past, present, projected) that determine your readiness for the degree.

May I Design a Project Based On My Employment Responsibilities? Many UWW students use their places of employment as their primary learning resource and design projects related specifically to job functions. While a job environment may provide good sources for learning, you should be aware of some common pitfalls related to on-the-job learning:

-do not try to design a project around everything you are doing on your job. Choose only those aspects that relate directly to areas within your degree program;

-do not rely on your job responsibilities to determine the scope of your learning activity: (they may be too limiting). Translate those responsibilities into learning objectives and then determine what directions these may lead you;

-do not borrow the goals and objectives of your place of employment. make sure your objectives are your personal learning objectives;

-pay close attention to the relationship between "learning vs. doing". You may be actively doing things every day, but consider also, what you are actively learning.

STUDENT - FACULTY CONTRACTS

A Student-Faculty contract is a written, signed agreement on a plan of study between you and a Faculty Advisor. A contract is most often derived from the substance of your project proposal, but focuses on the specific behaviors and responsibilities expected by you and your Faculty Advisor. Student-Faculty contracts are not required, but they are recommended in most learning situations.

Contract Design:
No standard form exists for contracts. The following is a list of reference points to be considered in the design of the contract:

for the student

-the specific study activities you will pursue (books to be read, persons interviewed, experiments conducted, or whatever);

-a schedule of when activities are to take place (status reports submitted to the Faculty Advisor, feedback sessions with the advisor, preliminary drafts of papers to be submitted, final papers due, and so forth);

-the criteria for evaluation of your project (see Faculty responsibilities below);

and for the Faculty Advisor:

-a statement indicating that the Faculty Advisor agrees to be available at specified intervals for specified amounts of time to offer you advice and feedback;

-what is expected of the Faculty Advisor in terms of identifying and supplying you with needed resources;

-how the Faculty Advisor intends to evaluate your work (in terms of reading and commenting on papers, providing other instruments for evaluating your educational progress, or however). Here your project proposal should be referred to in order to relate the method of evaluation to your original learning objectives.

The contract should be signed by both you and your Faculty Advisor. Each of you should maintain a

copy, and your UWW Program Advisor should have one. Contracts may be renegotiated or broken. In either case, you must inform you Faculty and UWW Advisors of any changes in the contract.

When to use Contracts:

Contracts are a form of protection for you and your Faculty Advisor and leaves little grounds for misunderstandings or one-sided expectations. Contracts are particularly useful in the following situations:

-When you undertake a project of some magnitude which may require two or more Faculty Advisors to assist you in various aspects of the project. A contract can thus be used to clearly determine the nature of your relationship with each advisor;

-When you are working on a longer-term project and need to obtain a commitment for that period;

-When a Faculty Advisor is used to evaluate a "past learning activity". The contract can be used as a formal agreement regarding the criteria for evaluation, when there is potential for a conflict of interest. This may result over the findings of your project or in the case where you request time away from your job responsibilities.

Instead of using student-faculty contracts, you may choose to specify your relationship with your Faculty advisor in your project proposal. This would also require a concise explanation of your working relationship and the proposed criteria for evaluation. Either way, it is to your ultimate advantage to have a formal agreement with each of your Faculty advisors.

DOCUMENTING YOUR LEARNING

Documentation of your learning activities is an essential feature in your UWW program. Documentation centers around providing evidence of your learning for evaluation purposes and maintaining a permanent record of the contents of your degree program. It is through this process of communication that you are able to move toward the attainment of the degree.

Deciding What to Document

You will probably want to select for documentation and evaluation those learning experiences that seem most relevant to your baccalaureate program as you have defined it. You may use both your Long Term Degree Plan and the UWW Graduation Criteria as guidelines for selecting those learning experiences most appropriate for your degree program. Ask yourself three basic questions:

1) What did I learn from this experience?

2) How does this learning activity contribute to my learning objectives?

3) Can this experience be documented in some way?

Mechanisms For Documentation:

There are three major mechanisms through which you can include your past, present, and future learning experiences in your UWW baccalaureate program. While in UWW, you will be compiling a dossier to present to your graduation committee, demonstrating that your learning experiences represent competency at the baccalaureate level. That dossier will consist of a readiness statement, a narrative transcript, and illustrative examples of your work toward the degree.

Readiness Statement:

Relating your experiences through discussion in the readiness statement is the first method for documenting your experiences. Your readiness statement is a discussion of your learning in relation to your interpretation of each graduation criterion. This is the appropriate place to identify and discuss what you have done and what you have learned through various experiences that demonstrate your competency and readiness for a baccalaureate degree. This procedure may take you back through years of activity as a self-directed learner. It may include discussions of experiences that are difficult to evaluate in a more formal way.

Narrative Transcript:

The second documentation method is through your narrative transcript. The narrative transcript is the written evaluative record of your work while in the UWW program. (See Section III for information on the narrative transcript and the University of Minnesota transcript). Since the narrative transcript is your formal record of learning while

in UWW, you will want to obtain faculty evaluations for those learning activities you consider to be the most significant components of your degree program. Remember that evaluations from both approved Community Faculty and University of Minnesota Faculty may be recorded on your Narrative Transcript.

Illustrative Materials:
You may wish to include a section in your Graduation Dossier which contains other types of verification of your learning activities. Examples which come to mind are:

1) letters of corroboration which speak to certain accomplishments competencies;

2) descriptions of workshops/seminars/training sessions in which you participated;

3) self-evaluations of particular learning activities;

4) newspaper articles written about your involvement in some area.

If you decide to include this type of documentation in your dossier, make sure that the materials are demonstrably relevant to your degree program.

Integration of Prior Learning:
As you know, you are able to include learning experiences which occurred prior to your enrollment in UWW as part of your work toward your

degree.

Documentation of a prior learning experience can be considered as a UWW project in itself. In order to decide which prior learning experiences will contribute to your degree program, begin by asking yourself questions:

-Have you ever had a job in which you really learned a lot?

-Have you ever traveled and gained insights into another culture?

-Have you done volunteer work?

-Have you done reading or research on your own that you feel contributed to your education?

If the answer to any of these questions is "yes", then you can ask yourself two additional questions:

-Can I communicate this learning in some way?

-How does this experience relate to my degree objectives?

The following are examples of approaches you could employ in documenting your prior learning.

If you have a product-- such as a work of art, creative writing, a business booklet, a training

manual, a course of study or a conference that you developed, etc. -- take it to an expert in the community or on the faculty to have it evaluated. It is important that you identify the key areas in which you have learned. You should provide the guidelines and perspective from which you want your evaluator to look at what you've done. The question you ask of the evaluator is, "What do you think that I've learned?"

If you do not have a project, perhaps you can prepare one-- for example: you volunteered as a reading tutor for four hours a week for one year. You want the learning from this experience to move you toward graduation. Give the experience a title such as "Learning from the Learner: A Tutor's Experience". Provide a product such as a short essay on the relationship between you and the child that elaborates the methods you used in tutoring the child in reading. Give details, such as a description of the setting in which you worked, and the number of hours and weeks you participated. Your evaluator will write a statement about what he/she things you have learned. You could also discuss this experience in your Readiness Statement under the Communication Skills criterion.

If you do not have a product-- there are several other procedures you can consider. For example: you traveled to France to spend one year away from formal academic studies. During the course of the one year you learned to speak basic conversational French. You wish to have this learning

count toward meeting UWW graduation requirements.

1) You might register for an existing University French course and contract with the course instructor to meet the course requirements through special independent study without attending class. This alternative allows for assistance from the course instructor and places the faculty member in a position to evaluate your learning.

2) You might arrange an oral examination with a University of Minnesota Faculty member or approved Community Faculty member to demonstrate your abilities in French. You might also consider an audio-taped presentation or even a written exam. The faculty member's evaluation would then be placed on the UWW narrative transcript.

You could probably also discuss this experience under communication skills in the readiness statement.

For Example: You are 42 years of age, and have been employed for the past ten years as a laboratory technician in a large metropolitan area hospital. Duties included basic chemical analysis of blood, urine, etc., development and coordination of a new format for reporting lab results, etc. Here are some alternatives:

1) You might enroll in courses in chemistry or biology and contract with the instructor to meet the requirements individually to demonstrate your competency.

2) You might seek out job-supervisors (community

faculty) to comment on your learning.

3) You might arrange for an oral or written exam or discussion in which you demonstrate your competency.

The faculty will provide a narrative, written evaluation of your learning as they see it. You can discuss it from your own perspective (probably under Scientific Inquiry) in your readiness statement.

In each instance, you provide the perspective for your evaluation. You identify the key areas in which you have learned and how they relate to your degree objectives.

Prior College Credits:

If you have prior college or vocational credits from an accredited institution, these credits will be transferred to your University of Minnesota academic transcript. In UWW, however, credits per se do not move you towards graduation. The following are examples of ways in which to incorporate your coursework learning into your UWW program.

1) First review your coursework and decide which courses may be used as partial fulfillment of the UWW Graduation Criteria or which are related to your main study area. You may find that some of your coursework is not relevant to the kind of degree program you are now pursuing;

2) Obtain written evaluations from former Instructors on your coursework performance to be recorded on your Narrative Transcript;

3) Submit products of your coursework experience to other Faculty members for evaluation;

4) Discuss what you learned from particular courses in your Readiness Statement in relation to specific graduation criteria.

Expected Features in Documentation:
As discussed above, your documentation can be demonstrated in a number of ways. To summarize, the best form of documentation includes these features:

1) an accurate and concise description of the nature of the experience;

2) details about the duration of the activity;

3) a product of some kind;

4) an evaluation of your learning by a Faculty Advisor;

5) a self-evaluation of your learning experience.

"I would like to toss out a number of extremely useful ideas for 'indexing' one's learning adventure and simultaneously documenting the adventure:

1) File folders and a system of filing questions, resources, discoveries, etc.

2) Journal and Calendar. Keep a careful journal of one's projected and historical wanderings through events, people, resources, ideas, especially noteworthy documentations accumulated (elsewhere in forms other than the journal itself).

3) Bibliographies. Scan particularly meaningful (or potentially meaningful) sources (resources) for their background sources. Magazines and books have footnotes and bibliographies. Various catalogs are ripe for the picking when it comes to sources and resources in the forms of organizations, media banks which concentrate on particular fields of interest, professional handbooks and periodical publications, educational centers of particular note and emphases, professional organizational membership rosters, etc. One can find much in the line of both formal and informal sources and resources to be added to one's bibliography, as one develops the imagination which comes with bibliographic treasure hunts. A valuable key to these 'hunts' is to presuppose that there already exist resources to feed your need for knowledge. We live in the midst of extreme upheaval in the realm of information, and there are many pioneers sponsored by educational, religious, professional, commercial and governmental agencies to collate and catalogue information (consisting in type both as source-information and resource-information) relevent to almost any interest; no matter how general, no matter how specific!

4) Outlines, drafts, papers, tapes, etc. Sit down and summerize. Condense what your learning has reaped. Transpose what you have learned into (new) different media. Sometimes seek to articulate for concision (conciseness). Sometimes seek to articulate for precision. Persist to articulate; reflect and articulate, reflect and articulate!"

Dell Shiell
1974 UWW Graduate

POINTS ON EVALUATIONS

Faculty Evaluations

You are responsible for obtaining evaluations on your learning activities in UWW (and on past learning experiences if you choose) from experts in your field of study. The following are some guidelines to keep in mind when involved in the process of obtaining evaluations:

FOR CURRENT PROJECTS (including coursework):

1) Inform your faculty advisor(s) at the onset of your learning activity of your need for a written evaluation of the completed activity;

2) Design an initial set of criteria for evaluation with your faculty advisor(s) in the early stages of your project or coursework;

3) Review your evaluation criteria with your faculty advisor(s) toward the completion of your learning activity. Revise or clarify the evaluation criteria if appropriate;

4) When your learning activity is completed, discuss the completed activity and the evaluation criteria with your faculty advisor(s). Reach an understanding of what you expect in the evaluation and of what your faculty advisor(s) will communicate in written form for your Narrative Transcript.

FOR PRIOR LEARNING ACTIVITIES:

1) Provide your Faculty Advisor(s) with a concise description of the learning activity;

2) Outline your primary learning objectives;

3) Provide concise criteria for evaluation of the activity;

4) Discuss the nature of the evaluation prior to obtaining the finalized version.

The Keys to obtaining an evaluation from a Faculty Advisor that clearly communicates the nature of the learning that occurred are to make sure that the Faculty Advisor(s) understands:

1) Your learning objectives in undertaking the activity;

2) Your intended purpose for the evaluation, e.g. demonstration of partial fulfillment of a graduation criterion;

3) The specific areas of learning you want to be addressed in the evaluation.

The evaluation process requires initiative and follow-through on your part in maintaining contact with your Faculty Advisor(s). The result of your efforts is likely to be a useful and informative evaluation. If you are unable to maintain regular contact with your Faculty Advisor(s) and must use your UWW Program Advisor as your liaison, it becomes even more important that your plans and expectations for evaluation are precisely communicated. Your UWW Program Advisor cannot obtain evaluations on your behalf without your specific instructions and guidelines.

Self-Evaluations:

Self-evaluations can be written for each learning activity undertaken or as you complete each major phase in your UWW program. The following are some questions you might ask yourself when engaging in self-evaluation:

1) What new insights did I gain into this particular area:

2) How can I apply what I've learned to another area or context:

3) What skills did I develop through this activity?

4) What mistakes did I make that I can avoid in the future?

5) To what extent did I accomplish my objectives?

6) What did I learn about myself as a self-directed learner?

...and so on.

Self-evaluations are useful tools in several instances:

- They are a means of communication between you and your advisors (UWW and Faculty).
- Your self-evaluation may assist your faculty advisor in writing his/her evaluation of your learning.
- Self-evaluations are often good reference points when writing your Statement of Readiness.
- They allow you to reflect upon what you have gained from an experience.

LONG TERM DEGREE PLANS

One of the most significant aspects of being a student in the UWW program is that you are able to design a degree program that is suited to your individual learning needs and interests. As an aid in helping you both define and reach your educational goals, UWW requires the development of a Long Term Degree Plan. This policy was initiated Winter Quarter, 1975.

Definition of the Policy:

You will be required to submit a Long Term Degree Plan to your UWW Program Advisor no later than during the third quarter of active registration. If you plan to graduate from UWW prior to your third quarter of active registration, you may elect to use the Readiness Statement and the process of Preliminary Review in place of a Long Term Degree Plan.

What Constitutes a Long Term Degree Plan?

Your Long Term Degree Plan should, minimally, address two important aspects of your program in UWW. The first aspect includes the specific learning activities you wish to undertake in order to complete your UWW degree program. These activities can be listed in terms of projects, internships, courses, etc. They can also be listed in terms of specific skills or subject matters remaining to be mastered. This listing of activities, skills or subject matters should be placed on a time line, so that a target date for graduation can be set.

Second, the Degree Plan should include a definition of your designated major study area (s). This definition may be as brief or as detailed as you see fit, as long as it communicates your understanding of the components of your main study area.

It should be stressed that you are not bound to your Degree Plan once it is formulated; it is a changing, flexible plan for obtaining a UWW degree, depending on the faculty input and the range of learning activities you pursue.

Purposes of the Long Term Degree Plan:

The Long Term Degree Plan can be viewed as a multi-purpose document that can serve you in any number of the following ways:

1. It can serve as an organized and cogent introduction of your program to potential University of Minnesota faculty Area Specialists,

2. It can serve as a means of assessing where you are relative to graduation, answering such questions as, "What have I already done? What remains to be accomplished? What method is most efficient to accomplish remaining 'stuff'?"

3. It can aid you, with faculty assistance, in determining whether or not your degree plan makes reasonable undergraduate "sense", e.g., have you left out any significant areas which pertain to your academic field? - or - are you perhaps attempting to finish a Ph.D. level program through your self-designed UWW program?

4. It can help you decide what from your past experiences can be applied to your UWW program and, therefore, help you in determining what kind of documentation of past experience is going to be required.

5. It can help you to set priorities and logical sequences in completing your UWW degree program.

Obtaining Feedback on the Degree Plan:

You may submit a rough draft of your Long Term Degree Plan to your Program Advisor to obtain preliminary feedback. When you and your Program Advisor are satisfied with your plan, it should be submitted in written form to your University of Minnesota faculty Area Specialist. This person should be allowed a maximum of one month in which to review your plan and respond regarding the nature of his/her support of your plan. This response can be communicated directly to you or through your Program Advisor.

Support of your degree plan will be based upon the appropriateness of your outline activities, skills, or subject matters to your self-defined study area(s). Support of your Degree Plan does not guarentee graduation from UWW; rather, it is an indication that what you are planning to learn is appropriate to your major field and relevant to UWW's graduation criteria. If the University of Minnesota Faculty Area Specialist finds the plan lacking in some respect, he/she is obligated to provide you with concrete suggestions regarding additions or deletions to the Degree Plan. Again, this feedback can be either addressed directly to you or

through your Program Advisor.

Changing the Long Term Degree Plan:

Any minor changes in your Degree Plan should be communicated to your Program Advisor and, if appropriate, to the University of Minnesota Faculty Area Specialist. In the event that you wish to make substantial changes or completely change the form of your Degree Plan, you will need to present a new Degree Plan for review.

COURSE - WORK OPTIONS

Points to Remember About Coursework

UWW encourages students to take coursework as it is appropriate to their learning needs and interests. You are reminded, however, that credits and grades do not move you toward graduation in UWW. You are encouraged to request your class instructors to write a narrative evaluation of your class performance to be recorded on your UWW Narrative Transcript.

As a student at the University of Minnesota, you are eligible to take part in all appropriate course offerings throughout the University.

Regular Class Attendance - You may register for and attend classes offered through either the Day School or

Continuing Education and Extension (CEE). Some classes require prerequisites or permission of the instructor or have limited enrollment. A select few are available only to students directly enrolled in that particular college.

Y Registration (Independent Study) - If there is a course you would like to take but can not attend regular class meetings, you may make special arrangements with the instructor to meet the course requirements on an independent study basis.

X Registration (Extra Credit) - This mechanism is for students who wish to do additional work beyond that required for a course. You may contract with the instructor to receive extra credits for the class, dependent upon the nature of your additional studies.

CEE Independent Study Courses - Courses through Correspondence may be taken as part of your regular UWW program.

TV, Radio & Newspaper Courses - are offered through CEE. See the CEE bulletins for details.

Courses at University of Minnesota Coordinate Campuses - Courses at any of the Coordinate Campuses can be taken as part of your registration through UWW.

Credit-By-Exam - If you feel you have gained knowledge which is equivalent to that covered by a particular University Course you may arrange to earn credit for it by passing a special examination on the subject matter covered by the course. Approval must be obtained from

the department offering the course. The fee is $20.00 per exam upon successful completion.

CLEP Exam - The College-Level Examination Program enables people to demonstrate their academic achievement in five areas -- English, Mathematics, Natural Sciences, Social Science-History, and Humanities. You may receive up to 8 credits per examination passed, providing you have not completed requirements in that area prior to taking the exam.

Courses at Other Colleges/Universities - You may include course work taken outside of the University of Minnesota as part of your UWW program. Tuition for these courses, however, is additional to your regular University of Minnesota tuition.

SUGGESTIONS TOWARD YOUR SUCCESSFUL UWW PROGRAM

The following are some general guidelines to keep in mind as you move through your program in UWW.

. . . Communicate

This is essential, particularly where your UWW Program Advisor is concerned. Keep your UWW Advisor informed of where you are in your program and how you are feeling about your experiences. He/She cannot assist you unless you communicate your needs. You need not have a success story to tell or a product to show in order to contact your UWW Advisor. Self-directed learning is a process that almost guarantees confusion or

non-productivity at times - let us try our hand at helping you through these times too. You will find your work with your UWW and Faculty advisors more rewarding if you make every effort to keep them informed of your learning plans and progress. For the majority of students who have not completed their UWW Programs, prolonged periods of non-communication has been a major factor.

. . . Utilize University of Minnesota Faculty.

We cannot over stress the importance of using University of Minnesota faculty in your program. Teaching faculty can help you obtain a good theoretical base in your field and can direct you to the most important literature and up-to-date findings in your field. You may find some faculty unwilling to work with you on a directed study basis. Don't let such an experience turn you away - there are other faculty who are most generous with their time and expertise. Remember that one University of Minnesota teaching faculty in your field must serve on your graduation committee. Identifying that person early in your program is to your great advantage.

. . . Define Your Main Study Area.

This requires some real exposre to your general field of study. It is important for you to define your main area of study in such a way that you can identify all the related components necessary for you to include in your study. Your Long Term Degree Plan will help you do this. Draw upon experts in your field to assist you in defining you main area.

"An idea which I would like to suggest to others is that they would 1) attempt to define in a word or two their main interest; 2) then scrounge around for educational institution course description catalogues which offer courses in any fields at all related (or possibly related) to the stated main interest; 3) then get hold of syllabi from courses which sound interesting and/or relevant.

I think this is a good spring-board idea for launching one's investigations."

Dell Shiell/UWW Graduate 1974

. . . Integrate Theory and Practical Application.

UWW enables you to take advantage of those situations from which you can see your educational interests and ideas applied in "real-life" settings. This is an important aspect in your overall understanding of your field. It is equally important for you to understand the theories and methods in your field on which these applications are based. The integration of theory and practical application enables you to understand the "what, why, and how" of your field of study.

. . . Document Your Learning.

Don't rely on your head to be your main storehouse of information. Share what you are learning with others and keep records of your learning experiences so that you will not be caught short without any real evidence of what you know. Documentation

should be an on-going process throughout your program in UWW.

. . . Set Realistic Timetables.

Most students in UWW could tell you of their experiences in setting what turned out to be quite unrealistic timetables. Most often students find their projects take longer to complete than initially expected. The graduation process, too, often demands more time than anticipated. When setting your timetables for learning activities, carefully consider other factors that will influence your progress. For example, what kind of access do you have to your Faculty Advisors? Are other resources readily available? Do you have blocks of time to devote to your studying? What other energy-draining commitments do you have? What form of final documentation will be required?

. . . Know Your Interests.

Be confident in your interests -- Study those things which are of meaning to you. Be sure also that you have good reasons for undertaking any given learning activity.

SECTION

OBTAINING YOUR 3 DEGREE THROUGH UWW

SECTION THREE

Graduation from UWW is a process which, in essence, begins when you first enter UWW. This section takes you through the final stages of documentation and the presentation of your learning for the award of the baccalaureate degree.

THE MEANING OF A LIBERAL EDUCATION AT THE UNIVERSITY OF MINNESOTA:

The All-University Council on Liberal Education has adopted the following policy statement concerning the floor expectations of students who are seeking the Baccalaureate Degree from the Colleges of the University of Minnesota:

> In the broadest sense, a liberal education is one which frees us from the limitations placed by ignorance on our powers of judgment and choice. More specifically, a liberal education asks of us that we seek control over the general intellectual instruments for acquiring and communication knowledge, primarily the instruments of language and number; that we seek understanding of the ways in which scientists contribute to man's knowledge of himself and his environment; that we seek historical and philosophic perspectives on the nature of our own lives and the world in which we live; insights into life and nature provided by literature and the arts. To help students achieve the goals of a liberal education . . . (CLE) expects each student to distribute some part of his work in areas of study other than those most closely linked to his specialized or vocational interest.[1]

[1]Council on Liberal Education, The All-University Policy on Liberal Education, 1970

CLE goes on to state:

> All Bachelor's degree programs should require students to present evidence of study and/or competence leading to the general objectives outlined above. These objectives are descriptive rather than prescriptive. Since no single set of liberal education requirements will be suitable for all students, the Council welcomes proposals for alternative ways of fulfilling the objectives.[2]

CLE updated this thinking in a recent resolution (approved by the University Senate in May 1973) which states:

> The All-University Policy on Liberal Education was also designed to stimulate a quest for alternative liberal education experiences that arise both from the professional service and outreach functions of the institution. As a means of evaluating the extent to which this part of the 1970 policy has been implemented, the Council seeks adoption of the following resolution: RESOLVED: That colleges, institutes, schools and campuses for their total units identify, on the basis of the 1970 Liberal Education Policy document, possible alternative routes to attain the liberal education objectives of the University that are compatible with the specific instructional purposes of their respective units . . .

The University Without Walls supports these general notions regarding the meaning of a liberal education, and it fully accepts CLE's endorsement of efforts to develop alternative ways for students to meet the CLE objectives.

---

[2] Ibid

The B.A.-B.S. Distinction:

The University Without Walls does not offer a new degree but, rather, provides a non-traditional route to existing degrees of the University.

UWW is authorized to award the B.A. and B.S. degrees of the University College of the University of Minnesota. These degrees have been awarded by the University since 1930, and are fully recognized by the University of Minnesota and relevant accreditation bodies.

The B.A. degree is awarded when the student's undergraduate program is broadly distributed across subject areas, and, while a main study area is defined, when the student's program is mare focused within the main study area and related subjects are less fully explored. In order to be eligible for either degree, the student must meet all UWW graduation criteria.

The B.S. degree is awarded when the student's program is more focused within the main study area and related subjects are less fully explored.

In order to be eligible for either degree, the student must meet all UWW graduation criteria.

FORMAL APPLICATION FOR DEGREE:

Degree candidates must fill out an Application for Degree form, which is to be submitted to the University's Records Office one full quarter prior to graduation. Copies of this form are available upon request to the UWW office. Upon receipt of your graduation Application, the University Records Clerk will send you a fee statement for $10.00. This must be paid prior to your graduation meeting.

THE ALL-UNIVERSITY RESIDENCY REQUIREMENT:

In addition to the UWW graduation criteria, all degree candidates are required to fulfill the All-University Residency Requirement.

This requirement states:

"To be eligible for a University of Minnesota degree, a student must present 45 credits awarded by the University of Minnesota. Of the last 45 credits earned prior to the award of a University degree, 30 credits must be awarded by the University. All credit awarded by the University, regardless of the type of instruction, and regardless of the University unit through which the credit is offered, shall count toward the credit requirement for the degree. This policy replaces the previous "residence credit" requirement.

Courses may be taught for credit, for no credit, for "certificate credit", or for "entrance credit" as they now are.

The faculty of the appropriate degree-granting college will, through the established curriculum review procedure for that college, determine which courses shall carry University credit. In addition, each college may indicate for its students what maximum or minimum number of credits in which types of instruction shall be permitted for its degrees."

This Policy was implemented Spring Quarter 1974.

You are not required to obtain credits through on-campus attendance. Three full-time registrations

through UWW will fulfill the residency requirement. See your UWW Program Advisor to help you translate this policy to your own circumstances.

THE UNIVERSITY WITHOUT WALLS GRADUATION CRITERIA:

Each UWW degree candidate is required to demonstrate adequate evidence of learning in all of the following categories:

1. Self-Directed Study Skills: The student shall present evidence which demonstrates ability to design and carry out study projects of his or her own choosing. In order to meet this requirement the student shall evidence the following conceptual and practical skills: a) question-asking ability, b) appropriate resource identification and use, c) ability to develop suitable rationales for studies undertaken, d) willingness and ability to engage in self-evaluation in studies pursued, and e) an ability to pursue such studies in a self-directed manner wherein the student is the primary initiator of learning activity.

2. Communication Skills: The student shall present materials which clearly evidence an ability to write effectively and intelligibly in the English language. This involves, minimally, meeting commonly accepted criteria of organization, grammar, and punctuation used in the evaluation of written materials. In addition, the student will, in a general manner, evidence an

active pattern of seeking to share his or her questions and insights with others while at the same time seeking out the communications of others. These more general communication skills may be evidenced through the use of other than written media.

3. Academic Achievement: The student shall present evidence of learning in his or her main study area (s) in terms of the following: a) knowledge of the commonly recognized historical and contemporary core (basic) literature and a consequent understanding of the basic vocabulary of the field, b) an understanding of the main theoretical concepts or perspectives in the field, c) a demonstrated ability to use the basic methods of investtigation required for study in the field, and d) exploration of the ways the main field of study relates to broader concerns (problems/issues) of contemporary or future society.

4. Variety of Learning Activities: The student shall present evidence of having pursued learning in a variety of ways and contexts. The formal classroom, a job environment, the library, the experimental laboratory, etc. are some alternative contexts. Reading, field survey, experimental research, and so forth, are some alternative ways of learning.

5. Scientific Inquiry: As a degree candidate, you will need to demonstrate your understanding of the scientific method of inquiry. At minimum, this understanding involves the following: 1) an understanding of the differences between objective and subjective knowledge, 2) an

understanding of the philosophical foundations of science. This understanding involves knowing about the beliefs and assumptions scientists have regarding the order of the universe and the relationships between phenomena, 3) an understanding of the basic ingredients of an experimental paridigm. This understanding involves knowing what a basic experiment looks like and the factors which must be taken into account in the construction of an experiment, 4) an understanding of how science relates to your world. What does science mean to you as a person?

6. Artistic Expression: The student shall demonstrate an understanding of the artistic process as it is expressed in the fine arts (for example, painting, sculpture, theater, architecture, dance, literature, music). The student can demonstrate this understanding in one of two ways:

   1) An understanding of the artistic process can be gained through direct experience with a medium.

   2) An understanding of the artistic process can be gained through the investigation of some aspect of the fine arts from the perspective of "critic" (one examining the artistic works of others).

   In both cases, the student must evidence, as an end point, an understanding of the artistic process as one mode of inquiry about the world; either his/her own creative endeavors, or examination of the works of others, can be used as a "means" to this end.

7. Major Project: The student shall present a major project in his or her main study area. The project shall evidence quality work in the main study area toward the goal of demonstrating that the student

is more than a consumer of what earlier scholars and artists have offered. The form of the major project - be it in the written or another medium - is the choice of the student. The major project shall be the student's contribution to his or her main field of study.

COMPILING YOUR GRADUATION DOSSIER

CONTENTS OF A DOSSIER

Your Graduation Dossier contains evidence of your learning accomplishments towards the baccalaureate degree. As a degree candidate, you shall prepare a Dossier which shall include the following:

1. The Readiness Statement - You shall write a personal statement of readiness for the baccalaureate degree. The statement shall make direct reference to how you have met each of the 7 UWW graduation criteria.

2. Illustrative Materials - You shall provide in the Dossier materials which illustrate significant aspects of your undergraduate program. Such materials are to be illustrative only, not a compilation of all outcomes of learning (except in special cases).

3. Major Project - The Dossier shall include one copy of your major project (if in written form). If the major project is not in written form you shall provide a brief (one page) explanation of the form of the project and shall explain how the

project will be presented to the Graduation Committee.

4. UWW Narrative Transcript - This is provided by the UWW office. See explanation of the Narrative Transcript below.

5. University of Minnesota Transcript - This is provided by the UWW office. This is a record of all accredited coursework plus your registrations through UWW.

We suggest the following ordering of the contents of your Dossier:

1) Readiness Statement
2) UWW Narrative Transcript
3) University of Minnesota Transcript
4) Major Project
5) Other Illustrative Materials

Most degree candidates choose a three-ring notebook or folders as a means to bind the contents of their Dossier.

GUIDELINES FOR WRITING YOUR STATEMENT OF READINESS:

Many UWW students find writing their Statement of Readiness to be one of the most difficult undertakings of their UWW career. We won't negate this, except to say that most students also find it to be a worthwhile and rewarding venture. The Readiness Statement, above all other documents, represents the total picture of your learning struggles and accomplishments culminating in the

attainment of the baccclaureate degree. It is your document and you will want to make sure that it is an accurate reflection of your learning and competencies.

The Readiness Statement is a multi-purpose document.

1) It presents an opportunity for you to reflect upon the nature of your learning experiences over a given time period and integrate these experiences into a comprehensive academic framework.

2) It is an opportunity for you to express your ideas on the meaning of a liberal education and to elaborate on your particular style(s) of learning.

3) The Readiness Statement can be used to establish the primary perspective from which you wish your learning evidence to be viewed. In short, you can help to establish the "tone" of your graduation review through this Statement.

4) Also, your Graduation Committee members will appreciate a well organized Statement with specific reference to where evidence of your learning can be found (e.g., Narrative Transcript, Illustrative Materials, Major Project).

Your Readiness Statement can be written at any point in your UWW program. Many students use the Statement early in their programs as a means to determine how close they are to meeting the graduation criteria and to assess what additional studies may be needed. This approach can help you in designing your Long Term Degree Plan. When you are preparing your Readiness Statement for your Graduation Review, we encourage you to call upon your UWW Program Advisor for suggestions and feedback.

When preparing your Readiness Statement, address each graduation criterion separately, and pay close attention to each sub-point contained within each criterion. You are responsible for relating your learning to each criterion and sub-criterion. It often helps to first make an outline of all the learning activities you want recognized for the degree and relate these to the appropriate criteria. You will most likely find that many of your learning activities will apply to more than one criterion. In these cases, you will want to discuss the learning activity from the perspective indicated by that particular criterion.

Some students find it easier to write their Readiness Statement from a piecemeal approach. In this way, you can develop one criterion fully and then obtain feedback from your UWW Advisor as each is completed. Or you may decide to write one complete draft and ask your UWW Advisor for feedback on the whole document. In any case, it is likely that your Readiness Statement will see more than one revision.

In summary, your Readiness Statement should include the following elements:

1) a section on each of the seven criteria;
2) specific reference to each of the points covered in the criteria;
3) specific explanations of each learning activity used as meeting the criteria;
4) distinctions made between documented and non-documented learning activities discussed in the Readiness Statement;
5) reference to where the documented learning can be found;
6) enough detail and elaboration on your learning to present an accurate reflection of your learning abilities.

Graduation Dossiers of UWW graduates are available for viewing in the UWW office.

The Statement of Readiness - A Graduate's View

Writing Objectives:

> "There must be some method to this madness, the graduation process that is . . . I would strongly recommend that you write learning objectives for each activity or class, beginning on Day 1. When I entered UWW, I didn't even know what a good one looked like -- an objective, that is. So here's a 'tip' for the novice objective-writer: If you're taking a class (and if you're lucky), the instructor will provide you with a list of course objectives -- because it's 'in' and because University 'educators' are required to do it, I think. When the lists are being distributed, take two instead of one. Later you'll be able to change the wording around on the second one to make it relate to your next learning activity -- the self-directed variety.
>
> By this time, you should be developing your own list of educational 'buzz words'. Because objectives must be 'clearly stated and measurable', verb words like 'to identify', 'to write', 'to describe', etc., are acceptable; verb words like 'to examine', 'to understand', 'to know', etc. are not. If you are still having trouble writing good objectives (or if you're under the illusion that objective writing is easy), then get a little book by Robert Mager called Writing Behavioral Objectives (or something like that). It's really very useful and concise.

Evaluating Objectives:

Next comes the evaluation of your learning objectives or the instructor's -- preferably after you've completed the activity or class (if you're honest). I might mention that if you were compulsive enough to formulate your own objectives, even when some were provided, you're not necessarily weird. (When you become a real purist, you'll recognize that many good instructors write 'bad' learning objectives.) Anyhow, you should bring your own objectives into alignment with the course objectives if you're really disturbed by this discrepancy. However, if you're terribly self-directed and independent, or if you're autistic, this won't bother you. Perhaps you don't want to put a lot of time into the evaluation part at this point. In this case, just jot down a few things in response to each objective. Do at least this much because if you don't do this, when it's still fresh in your mind, writing your readiness statement will be a horrendous task squared. If, on the other hand, you do this, it will only be a horrendous task -- unless you're some kind of special person who remembers everything accurately, and in logical sequence and isn't at all confused by the UWW graduation process (in which case, you don't need my 'helpful' pointers')."

Sylvia Horwitz/UWW Graduate 1975

Narrative Transcript Policies:

The policies concerning Narrative Transcripts can be divided into two categories: 1) operational policies, and 2) content policies.

OPERATIONAL POLICIES

1) The Narrative Transcript, minimally, is UWW's official record of your learning toward the degree while enrolled in UWW.

2) The UWW office is responsible for the maintenance of your Narrative Transcript.

3) UWW shall adhere to all-University policies and procedures regarding the protection of your transcripts.

   A) In-Office Release of Narrative Transcripts:

      a) Narrative Transcript Release Form allows your Narrative Transcript to be viewed (within the confines of the UWW office) by prospective students and other parties who would gain from seeing a Sample Narrative Transcript. If you wish to authorize this type of "in-house" release of your Narrative Transcript, please complete the Narrative Transcript Release form found in the Appendix, and return it to the UWW office.

   B) Release of Narrative Transcript to Individuals or Institutions:

      Whenever you wish to have a copy of your Narrative Transcript sent by the UWW office to an

individual or institution, you must make a written request. The cost per Narrative Transcript sent out of our office is $1.00. Send check or money order, along with your written request, to the Records Clerk at the UWW office. Make check or money order payable to the University of Minnesota.

4) During the Fall Quarter of every year you are enrolled in UWW, you will receive a copy of your current Narrative Transcript at no cost.

Content Policies:

1) The cover sheet of the Narrative Transcript will include the following: a) your first, middle and last name and Student I.D. number; b) home address; c) telephone number; d) date of admission to UWW; e) proclaimed main study area; f) explanation of Narrative Transcript and UWW Graduation criteria (back cover).

2) Minimally, your Narrative Transcript shall contain a complete listing of all learning endeavors completed while enrolled in UWW, provided such learning endeavors are accompanied by at least one evaluation by approved UWW Community Faculty or University of Minnesota teaching faculty.

3) Each learning activity shall be recorded on the Narrative Transcript, as follows (See also items 8, A-E, and 9 pertaining to degree candidates):

   a) title and accurate description of the activity;
   b) duration of the activity with beginning and ending dates;

c) evaluation(s) of the learning in each activity;
d) the full name, rank, or title (and address, if Community Faculty) of evaluator(s);

4) All Narrative Evaluations placed on the Narrative Transcript must be recorded in total and verbatim as written by the evaluator; paraphrasing or extractions from the full evaluation are not allowed.

5) At your discretion, learning activities completed prior to enrollment in UWW may be recorded on the Narrative Transcript provided such learning is accompanied by an evaluation by an approved Community Faculty or University of Minnesota teaching faculty member.

6) Evaluated learning activities may not be removed from the Narrative Transcript except by approved petition through the UWW Director.

7) Faculty members from accredited colleges and universities other than the University of Minnesota who provide narrative evaluations of your learning while enrolled in their classes (past or present) do not require approval as UWW Community Faculty in order for such evaluations to be placed on the UWW Narrative Transcript, provided such courses were taught under the auspices of accredited colleges or universities.

8) In order to be eligible for consideration for the baccalaureate degree, degree candidates' Narrative Transcripts must, in addition to the minimums outlined in points IV and VI above, also include the following:

a. The names, rank or title, and position on the

Graduation Committee (Area Specialist, UWW Program Advisor, Student, U.C. Assembly representative) of each member of the Graduation Committee (cover page);

b. Graduation Committee approval (cover page);

c. Indication of B.A. or B.S. degree approval (cover page);

d. Title, description, duration, and evaluation(s) of your major contribution;

e. A suitable number of evaluations must appear on the Narrative Transcript so that, in the opinion of the candidate's Preliminary Review and Graduation Committees, the Narrative Transcript generally reflects the manner in which you, the candidate, have met UWW graduation requirements.

9) No changes (additions, deletions, or alterations) may be made on the Narrative Transcript after the date upon which which you, the degree candidate, receives approval from the Graduation Committee, except evaluations specified by the Graduation Committee.

USES OF THE NARRATIVE TRANSCRIPT

As indicated previously, the Narrative Transcript is UWW's official record of your recognized learning toward the degree. The policies just presented cover the minimum standards for the Narrative Transcript. The UWW Narrative Transcript and the University of Minnesota transcript are the only documents from your Graduation Dossier that UWW forwards to interested parties on your behalf. We

encourage you to fully develop your Narrative Transcript so that you may use it to your maximum advantage. For example:

You may wish to present your Narrative Transcript to current or prospective employers as evidence of acquired competencies and skills in given areas. (Other students have found this to be an effective approach.) You will want to make sure that the breadth and depth of your learning accomplishments are reflected in your Narrative Transcript.

If you intend to pursue Graduate or professional work, your Narrative Transcript is the document which should provide the Admissions Committees with the most comprehensive view of your undergraduate career. You will also have the University of Minnesota transcript which will represent your formal coursework, but which will not likely reflect the scope and/or overall quality of your learning.

If you foresee any future use of your Narrative Transcript after graduation from UWW, we encourage you to consider the following suggestions when preparing your Narrative Transcript:

1) Describe each learning activity clearly and concisely - let the reader know what the activity actually involved;

2) Obtain faculty evaluations which clearly speak to the learning achieved in a particular activity;

3) When documenting a multi-faceted learning

activity, obtain evaluations from several faculty which address the activity from varying perspectives;

4) Obtain evaluations from University of Minnesota teaching faculty, particularly for learning activities in your main study area;

5) Obtain faculty evaluations for coursework most relevant to your main study area;

6) Select past learning experiences for documentation that are most relevant to your total UWW program.

ILLUSTRATIVE MATERIALS:

Be your own judge in deciding what supporting materials to include in your Dossier as evidence of learning. The key is to be selective - present materials which will clearly represent the nature and the quality of your work towards your degree. Ask yourself two basic questions: 1) Does this material truly represent a learning activity, and 2) Is there an obvious relationship between these materials and my degree program work? If not, you will need to provide an explanation of the relationship.

Examples of illustrative materials are: project proposals; self-evaluations; products of completed projects; reading and resource lists; summaries of informal learning experiences, e.g., Workshops, Seminars, Community meetings; letters from professionals in your field in support of certain accomplishments, etc. Avoid trivial or unrelated pieces of materials and consider the "information overload" factor- your committe will appreciate well organized and quality material.

THE GRADUATION REVIEW PROCESS: PRELIMINARY REVIEW

Purpose of Preliminary Review:

The title of this process is to be taken literally. Preliminary Review provides an opportunity for you to receive expert feedback on the degree program and supporting evidence you intend to submit to the Graduation Committee as the basis for the degree. This is your chance to have your degree work viewed as a whole and to receive suggestions that will help you fully prepare for your meeting with the Graduation Committee.

Initiation of the Process:

In UWW, you initiate the graduation process. The first step to be taken by you is to request your UWW Program Advisor to form a preliminary Review Committee. Accompanying this request, you shall submit one sample copy of your Graduation Dossier. The Dossier may be somewhat incomplete at this point. If so, you should provide a detailed explanation of how your degree program (and the Dossier) will be finalized.

Preliminary Review Committee:

Upon receipt of your sample Dossier, your UWW Program Advisor shall convene a meeting of a Preliminary Review Committee composed of the following:

- Your regular UWW Program Advisor
- One additional UWW Program Advisor
- One Area Specialist from the University of Minnesota teaching Faculty

The Preliminary Review Committee shall review your Dossier in terms of the following criteria:

a) Proper organization
b) Plan for completing program and Dossier
c) UWW graduation criteria
d) All-University Residency Requirement

The Preliminary Review Committee members may elect to meet as a group, or your UWW Program Advisor may speak with the members on an individual basis. Typically, students do not participate in this event, unless requested.

Timetable for Preliminary Review:

Your Dossier must be submitted for Preliminary Review no less than three months prior to the anticipated date of graduation. Your Preliminary Review Committee shall act upon your Dossier within one month of its submission.

Upon approval of the Dossier by the Preliminary Review Committee, your UWW Program Advisor shall be authorized to appoint members to the candidate's Graduation Committee, thereby initiating the next phase towards graduation.

THE GRADUATION REVIEW PROCESS: FINAL PREPARATIONS

Distribution of Dossiers:

Upon approval of your Dossier by the Preliminary Review Committee, you will prepare four additional copies of your Dossier. These copies of the Dossier should be submitted to the UWW office, which is responsible for distribution of the Dossiers to Graduation Committee members.

Graduation Committee Composition:

Each University Without Walls degree candidate has a Graduation Committee composed of the following persons:

1) The candidate's regular UWW Program Advisor;

2) One Area Specialist, selected by UWW, from the ranks of the University teaching faculty. Area Specialists will be chosen for their knowledge and expertise in the candidate's main study area(s).

3) One Area Specialist from either the University teaching faculty or from the ranks of formally approved UWW Community Faculty, appointed by UWW;

4) One University College Assembly faculty member, appointed by UWW;

5) One UWW student or alumnus, appointed by UWW.

Timetable for Review:

The members of your Graduation Committee should be allowed one month during which to review your Graduation Dossier.

GRADUATION REVIEW PROCESS: FINAL REVIEW

Graduation Committee Meeting:

After each Graduation Committee member has individually reviewed the Dossier, your UWW Program Advisor will convene a meeting of the Graduation Committee.

The Graduation Committee will meet and consider your Dossier according to all UWW graduation criteria. The Committee shall be expected to meet in person whenever possible, or via conference-call phone hook-up or other methods when an in-person meeting is not feasible. The UWW office will arrange meeting space, phone hook-ups, and so forth.

Committee Member's Responsibilities:

- The regular UWW Program Advisor on the Committee serves mainly as an advocate of the candidate's application for the degree.

- The two Committee Area Specialists are primarily responsible for assessing the candidate's academic achievement.

- The student member of the Committee can offer special insights into what UWW looks like from the student's point of view and can offer evaluative comment from that perspective.

- The role of the University College Assembly faculty member is to monitor the Committee's deliberations and

to make certain that the graduation process follows UWW's stated policies and that all graduation criteria are uniformly applied.

Student's Role at the Meeting:

It is expected, although not required, that you as the degree candidate be present at the Graduation Committee meeting. Your attendance is intended to provide you with an opportunity to present additional information and clarification which is deemed relevant to the Committee's deliberations.

Committee Recommendations:

After completion by the Committee of review of your Dossier, the Committee shall vote on your application for the baccalaureate degree. Approval of three or more members of the Committee is required for positive action. At this time the Committee shall also recommend whether the B.A. or B.S. degree shall be awarded. (See beginning of this Section for definitions of the B.A. - B.S. degrees.)

Assuming approval, the UWW Program Advisor member of the Committee will document the decision in the form of a letter to the Dean of University College recommending that the B.A. or B.S. degree be awarded. Accompanying this letter shall be a copy of your UWW Narrative Transcript, official University Transcript, and your Readiness Statement. Copies of the letter will be sent to each Graduation Committee member and to you, the degree candidate. The Dean of University College shall follow normal procedures to effect the awarding of the degree.

NON-APPROVAL OF THE CANDIDATE FOR THE DEGREE

Committee's Responsibilities:

In those cases when the Preliminary Review Committee or the Graduation Committee fails to approve the candidate's application for the degree, the respective Committee shall communicate in writing to the candidate: a) the reason(s) for non-approval, and b) actions the student should take in order to meet the Committee's expectations.

Resubmission of the Dossier:

Candidates receiving non-approval may resubmit their Dossier for reconsideration by the Preliminary Review Committee or Graduation Committee at any time after the Committee's initial decision. There shall be no limit on the number of times that a candidate may request review by either Committee.

Student Recourses:

If you should feel that you have been unjustly treated by either the Preliminary Review Committee or Graduation Committee, you may submit a petition to the Director of UWW who shall convene a meeting of the UWW central staff to consider your complaint. You may, as part of this petition, request that a new Preliminary Review Committee or Graduation Committee be formed to review your Dossier.

You may also elect to have your petition reviewed by the UWW Student Advisory Board for the purpose of gaining the Board's support of the petition. In such cases, you should obtain a written statement of support from the Student Advisory Board and submit a copy of the statement along with the petition to the UWW Director.

If you believe that the aforementioned courses of action have not yielded a fair response, you may submit a complaint to the Grievance Committee of the University College Assembly.

AFTER UWW GRADUATION

Graduation Ceremonies:

As a graduate of University College, you may attend the graduation ceremonies, marked once or twice a year by the University College (Dean's Office). Since all-University graduations have only recently been discontinued, the process of graduation has not been definitely decided. Therefore, see your UWW Program Advisor or call the University College (373-4638) for information.

Continued Participation in UWW:

You may be called upon to participate in certain UWW activities after your graduation. For example, UWW views research on graduates as an extremely important part of the program's research and evaluation efforts -- at some point you will undoubtedly be asked to contribute to these efforts.

UWW also, from time to time, asks graduates to participate in Orientations for new students and other specifically designed workshops.

And, as a UWW alumnus, you are eligible to participate in the Student Advisory Board and to serve as the UWW student representative on Graduation Committees.

Transcript Requests and Fees:

UWW will maintain your original Narrative Transcript on file permanently. If you need copies of your transcript at any time, inform the UWW office (in writing). The fee is $1.00 per transcript.

Your University of Minnesota day school transcript is available at Window 17, Morrill Hall. You may contact the UWW office to request this transcript on your behalf. However, if you are able to pick up the transcript at Morrill Hall yourself, please do so.

If you have had registrations through Continuing Education and Extension (CEE), you must request that these credits be transferred to your day school transcript. (CEE credits do not automatically transfer to your day school record). You can request Window 17 at Morrill Hall to handle the transfer for you by informing them of the specific registration(s) and the quarter(s) enrolled. (This will cause a delay in processing your records.) You may also obtain a record of your CEE registrations from 101 Wesbrook Hall and present this record to Window 17.

Registration after Graduation

UWW usually receives a "permit to register" card for students the quarter following their graduation from UWW. You may use this "permit to register" card as a means of enrolling for classes at the University of Minnesota that quarter following your graduation (one quarter only).

If you have been admitted to Graduate School at the University of Minnesota, pick up your permit to register from the UWW office, but register through your graduate department.

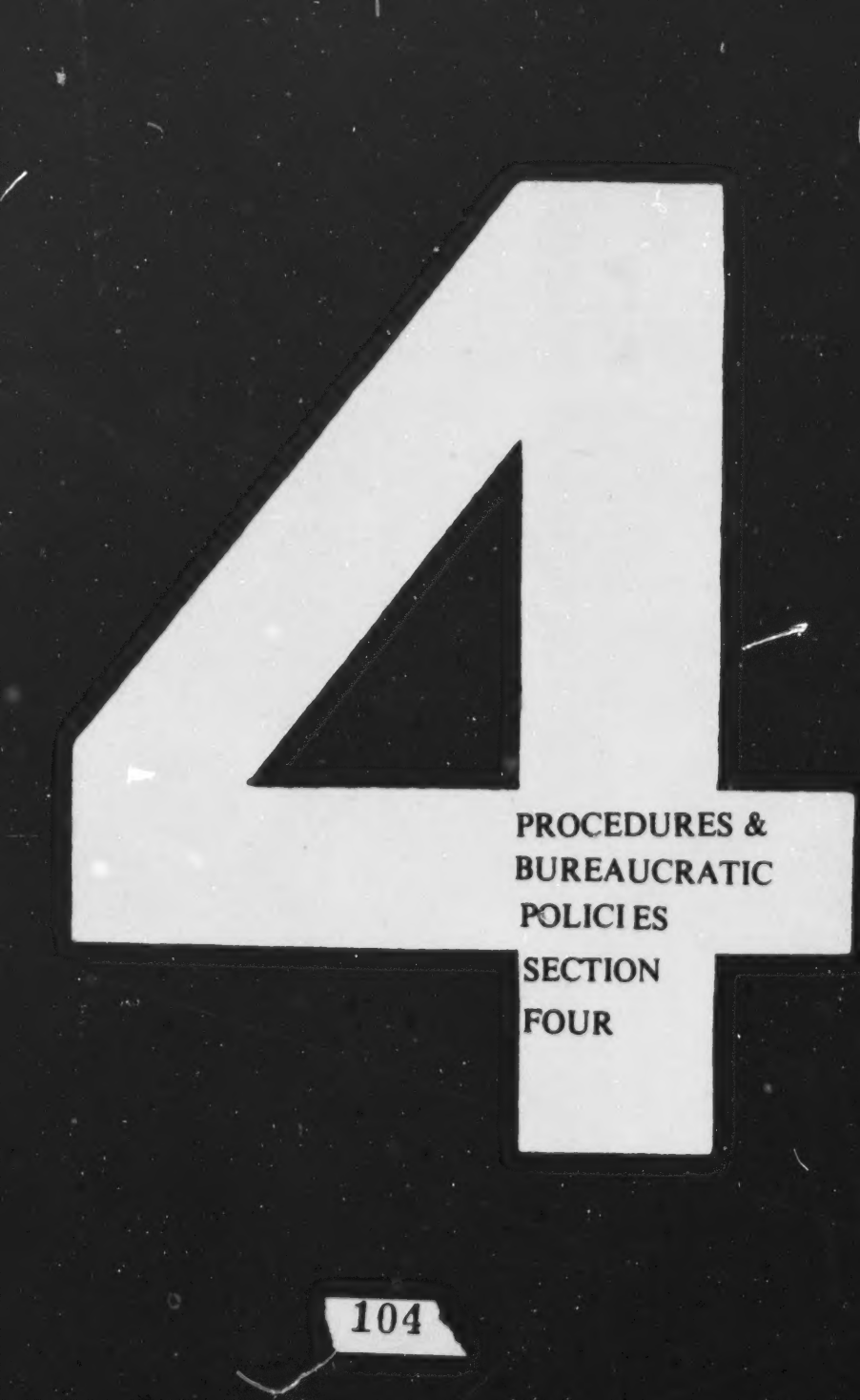
If you have not been admitted to graduate school but wish to take classes (perhaps in preparation for graduate school), obtain your permit to register and registration form at UWW. The UWW clerical staff will assist you in completing your registration for your classes.

Application to Graduate/Professional Schools

A large number of UWW graduates do apply for advanced study. UWW will assist you in any way possible, e.g., providing letters of recommendation and requested information about UWW and, if appropriate, negotiating with the Graduate School on your behalf. Our information to date indicates that UWW graduates are highly successful in being admitted to the graduate or professional school of their choice.

SECTION

103


4
PROCEDURES &
BUREAUCRATIC
POLICIES
SECTION
FOUR

This section covers those bureaucratic policies and procedures which directly affect you -- registration, payment of fees, and the different statuses you may have while in UWW. We will do all we can to assist you in completing forms, processing them through the appropriate channels and to minimize the amount of routine paperwork that has to be done. You are, however, directly responsible for a number of procedures covered in this section.

REGISTRATION

Quarterly Mailings on Registration:

UWW is working out different registration arrangements. The information below is sketchy, but it does tell you what you need to know about registration at this point. In advance of each quarterly registration, the UWW office will send you a packet of information regarding registration. This packet will cover such things as tuition fees, registration procedures and the like. Be sure to direct any questions about registration to your UWW advisor or the UWW clerical staff.

Full-Time Registration Policy:

You must register on a full-time basis and pay a flat tuition fee while actively pursuing your studies in UWW. Tuition in UWW is based on the University of Minnesota full-time tuition rate.

Graduation Registration Policy:

You may register on a part-time basis only during the quarter(s) you are going through the graduation process. The minimum registration is 5 credits.

UWW Registration Numbers:

UWW has two registration numbers for your use when you are engaging in self-designed study projects and in the graduation process:

UC 3-201 Directed Study - for self-designed study projects,
UC 5-201 Dossier Preparation (minimum of 5 credits) - for the graduation process

Conducting Registration:

When at all possible, you are expected to conduct your own registration. The UWW clerical staff sets up a registration table in the UWW office each quarter and provides clear written procedures to guide you through your registration. Also, staff people are always available to assist you with special problems. Those of you who are unable to come to campus for registration, please see below. If you intend to register for any given quarter but will be doing so after the registration deadline, please inform your UWW advisor.

Registration Over Distance:

A relatively large number of UWW students are unable to attend to on-campus registration. The UWW office will handle the leg-work required for your registration. In order to do this, we ask you to notify your UWW Program Advisor well in advance (3 weeks minimum) prior to each registration period of your plans for that quarter. In most cases, your registration will occur in CEE. Your UWW Program Advisor will inform you of the necessary procedures. Tuition will be approximately the same fee as that charged by the Day School.

Registration Mechanisms:

You may register through either Day School or Continuing Education & Extension (CEE). During some quarters you might register through both mechanisms. The safest approach is to talk with your UWW Program Advisor about which mechanism(s) is best suited for you.

In CEE there are two registration mechanisms: Extension Classes and Independent Study. The Extension Classes mechanism is used when you take classes through CEE. (Over 1500 credited classes are taught during evening hours on the Twin Cities Campus and in surrounding community facilities. Classes are also available on the Duluth, Rochester, and Morris campuses.) The Independent Study mechanism is used when you take correspondence courses or when you register for UC 3-201 or UC 5-201.

The Day School mechanism is used when you take day school classes. If, for some reason, you need to be fully registered in day school, you may also register here for UC 3-201 and UC 5-201.

STUDENT STATUS

Inactive Status Policy: One Quarter Limit

Inactive Status occurs when you do not pay tuition fees for a given quarter and, consequently, do not utilize the services of UWW. You may continue to pursue your studies independent of UWW during the inactive quarter. Your accomplishments during this time can be recognized as part of your degree program.

You are allowed one consecutive period of Inactive Status, after which you must re-register in order to maintain your status as a UWW student. For example: You register for Fall Quarter and to Inactive for Winter Quarter; you must register for Spring Quarter.

The one quarter of Inactive Status allows you the option to register and pay tuition every other quarter, providing you do not require the services of UWW during the inactive period. If you situation calls for a period of inactivity beyond the one quarter limit, you may file a leave of absence form with the UWW office (see below).

You should understand that failure to register at least every other quarter (unless you have filed for a Leave of Absence) will automatically result in your being dropped from the program. If you should later wish to reactivate as a UWW student, you must formally re-apply for admission.

Leave of Absence Policy:

You may extend your inactive status beyond the one quarter by filing a Leave of Absence form with the UWW office. You must submit the Leave of Absence notice to UWW before the end of the 6th week of your second inactive quarter, or you will be dropped from the program and must formally reapply for admission.

In filing your Leave of Absence notice, you must indicate the date of filing, the quarter(s) you plan to be inactive and the specific quarter you intend to reactivate (see appendix for Leave of Absence Form).

It is not guaranteed that you will be able to reactivate the quarter you have designated on your Leave of Absence notice. Students requesting Leaves of Absence will be put on a waiting list according to the quarter of projected reactivation. The order of priorities for activating students is:

1. Deferred Admissions
2. Deferred Waiting List
3. New Admissions
4. Waiting List for "Leave of Absence" Students. If the number of students on this

list exceeds the number of slots open in UWW for the given quarter, a lottery system will be used to fill those slots. All other students will be put on the deferred waiting list.

Students reactivated after a leave of absence who fail to register the quarter of reactivation will be automatically dropped.

The Leave of Absence option is provided so that students who face unusual or unexpected circumstances that hinder continous registration in UWW may maintain their enrollment in UWW. We expect that this option will be utilized in good faith and only in necessary situations.

Special Review Status:

Students who do not carry out their UWW program in a satisfactory manner can be placed on Special Review by their UWW Program Advisor. Generally, students are placed on Special Review for lack of progress with their studies or a failure to communicate with their advisors

(continued on next page)

over prolonged periods.

Special review is initiated in the form of a written letter to the student which states:

1) the reason(s) for the Special Review;
2) specifically stated conditions to be met by the student;
3) a specific timeframe witnin which a student must respond.

Typically, Special Review covers a period of one month. If the student does not adequately respond to the conditions of the Special Review at the end of the designated time period, the UWW Program Advisor will present the case to the UWW staff, who will decide whether or not to "drop" the student from UWW. Students can only be placed on Special Review during active registration periods.

Procedures for "Dropping" Students from UWW:

Students are dropped from the UWW program in two ways.

1) by an all-UWW staff decision at the request of a UWW Program Advisor;

2) through an automatic office procedure when the student fails to register after the 6th week of class of his/her second quarter of inactivity.

The student will be informed of the action in writing and his/her name will be removed from the UWW student roster. Students may reapply to UWW at any time.

Procedures for Withdrawing from UWW:

If you decide to withdraw as a student from the UWW program, inform your UWW Program Advisor in writing. Tuition refunds are available from Admissions and Records through the sixth week of the quarter. You may reapply to UWW at any time.

Transfer out of UWW:

If you decide to transfer to another college or university, you should be aware that most credit-based programs do not automatically accept the credits earned on a directed study basis (UC 3-201) while in UWW.

Other programs may have their own formulae for granting credits for learning occurring outside the classroom. You may be requested to provide documentation according to the program's standards for granting credit. You are encouraged to investigate the procedures for granting credit for directed study work prior to requesting a transfer.

UWW is not responsible for the transfer of your credits to another program.

Student Confidentiality Policies:

"Recent federal and state legislation makes records available to individuals who are subjects of record systems. Federal law provides for inspection of student records. The official education record is open for inspection by students and former students. Private files, previous confidential recommendations, medical and counseling files, parents' financial

records, and some others are not available for inspection. Directory information may be published. Except for routine use of files by school personnel, release must be documented. Individuals may contest the information contained in their records."*

Specific University procedures regarding use of students' records may be obtained from the University College office.

UWW is careful to ensure your rights of confidentiality. Your UWW program files are available only to the UWW staff or portions of your file may be seen by others with your permission. Your Narrative Transcript is available to persons outside the University only through your written permission. UWW will not give out students' addresses or phone numbers unless requested in writing and then at the discretion of the UWW Director.

Changing UWW Program Advisors:

While UWW tries to assign you a UWW Program Advisor who will be with you throughout your program, changes are sometimes necessary due to staff turnover or changes in student-staff ratios. If you wish to request a change of Program Advisor, inform your advisor or the UWW Director, and you will be assigned a new advisor as appropriate.

*From, "University Interim Procedures Relating to Recent Legislation Concerning Student Records", University of Minnesota Office of Student Affairs, January, 1975.

SECTION

11bi

5

POTPOURRI
SECTION FIVE

1187

Check this section for miscellaneous information which may be of interest to you.

Financial Aid Information:

Many UWW students are receiving financial aid benefits, such as loans, grants, scholarships, and work study. Contact the office of Student Financial Aid, 107 Armory (612) 373-4021, directly for information.

Veteran's Benefits:

As with financial aid, if you are a veteran, you are responsible for initiating and following through for your benefits. For information, contact your Veteran's Administrative Representative in your community, and the Veteran's Office in Admissions & Records, Day School, (612) 373-1617, or in Continuing Education and Extension (612) 373-5777.

UWW Student Services:

In addition to the services covered in other sections of this Handbook, UWW provides the following service to students--a helpful and knowledgable clerical staff who can answer many of the bureaucratic-related questions you may have; a Student Newsletter which keeps you up-to-date on current happenings in UWW (including policy changes); UWW Research Publications which will inform you of our findings on the UWW program and its participants.

Maintain Your Own Files:

You are responsible for maintaining your own program files--project proposals, contracts, completed projects, etc. Your UWW Program Advisor will only keep copies of materials directly related to his/her advising duties. Be sure to make copies of all materials sent through the mails.

Additional Expenses:

You may incur expenses in addition to your quarterly tuition, e.g., books (although most books can probably be obtained from libraries), travel, supplies, and so on. The amount of these additional expenses will vary from student to student and will depend on the individual nature of your program.

Mail from UWW:

UWW mails a number of important notices periodically. Carefully read all mail sent from UWW as it may contain information that relates directly to your program.

Keep UWW Informed of:

- Any address or phone changes (home and work)
- Any course or student-faculty contract changes
- Registration plans each quarter

Review of Graduation Dossiers:

Dossiers of UWW graduates (permission granted) are available for review in the main UWW office.

Access to Audio-Visual Equipment:

Video Equipment:

The University Without Walls has a Sony Port-a-Pak unit (including camera, adaptor, tape deck, monitor, RF unit and TV Cable) available for use by students and staff of UWW. This equipment is shared, however, throughout University College. As a student, you are eligible to use

the equipment providing you know how it works. If you do not know, a UWW staff person will check you out on the equipment.

Maintenance, Set-Up and Use of Video Equipment:

When you want to use the equipment, please make arrangements in advance. When the equipment is picked up, you need to check it out to make sure it is working properly, then sign out the equipment, itemizing each piece of equipment taken, date of checking out and date when the equipment will be returned. You must provide your own 1/2" video tape (Sony, 3M, etc.).

Use of Media for Graduation:

Students who need such equipment as 16 mm film projector, 8 mm film projector, 1/2" video playback and monitor, slide projector, reel-to-reel or cassette tape recorder, may make arrangements through their UWW advisor for this equipment, for use during their Graduation Committee meeting.

HANDY RESOURCES FOR STUDENTS (A Beginning List):

Student-Staff Directory S-68 Morrill Hall (612) 373-2126	This is a must. It includes a listing of all U. of M. colleges, departments, programs, and services, plus a listing of U. of M. faculty and staff.
College Catalog Requests Admissions & Records 1st floor Morrill Hall (612) 373-2002	Pick up a catalog on the college(s) that fits your main study area to get a listing of of course offerings, faculty members, and program requirements.
U. of Minnesota Libraries (612) 373-2424	General information.
MINITEX 30 Wilson Library West Bank (612) 373-3782	Provides exchange network between libraries within State System. Check with your local library re their affiliation with MINITEX.
DIAL Campus Assistance Center 107 Temporary North of Mines (612) 373-1857	Audio tape information service which provides accurate answers to commonly asked questions. Current brochures of tape listings are available.

Extension Classes 101 Wesbrook Hall (612) 373-3195	Class schedules and course offerings bulletins.
Dept. of Independent Study 45 Wesbrook Hall (612) 373-3256	Course offerings bulletins

APPENDIX

UWW By-Laws - ii
S.A.B. By-Laws - viii
Project Proposal Outline - xiii
Community Faculty Application Form - xv
Faculty Evaluation Form - xvii
Narrative Transcript Form - xviii
Narrative Transcript Release Form - xix
Student Leave of Absence Form - xx
UWW Participating Units - xxi

UNIVERSITY WITHOUT WALLS
By-Laws

June 1974

Article I. General Administration and Governance

1.1 UWW shall be a part of the University College of the University of Minnesota and shall adhere to those policies and procedures established by the University College Constitution and the University College Assembly.

1.2 UWW shall appoint two (2) persons to the University College Assembly, as follows:

1.21 One member of the UWW central academic staff. Central staff is defined as follows:

1.211 Those staff who have formal appointments to the UWW unit;

1.212 Those staff whose appointments are for no less than 50 percent time;

1.213 Those staff whose appointment levels are Research Specialist (or equivalent) and above, and Senior Clerk Typist and above.

1.22 1 member of either the UWW central (academic or Civil Service) staff, the UWW student body, the UWW Adjunct (Community) faculty, or the academic faculty of the University of Minnesota (Twin Cities).

1.23 Nominations of the above persons shall be made by the UWW Director and approved by a majority of the UWW central staff.

1.24 Appointment of persons to the Assembly shall be for one year terms, not to exceed two terms.

1.3 The UWW central staff shall select 1 of its members to serve on the University College Executive Committee.

Article II. Duration of the Experiment

2.1 UWW shall be an experimental program of the University College until June 30, 1978.

2.2 By or before the above date, UWW shall submit a recommendation to the University College Assembly concerning the continuation of the UWW program.

Article III. Appointment of the UWW Central Staff

3.1 In all cases of hiring to fill vacant positions in the central staff, the Director shall establish, subject to approval by a majority of the UWW central staff, a search committee; composed of 2 members of the central academic staff, 1 member of the central Civil Service staff, and 1 student, which shall be responsible for initial screening of job applicants and for forwarding recommendations for appointments to the Director.

3.11 The Director shall be responsible for the selection

of persons to be recommended for staff appointments and shall forward such recommendations to the Dean.

3.2 The UWW Director shall inform each current UWW central staff member of the likelihood of their reappointment for the next academic year, subject to budget considerations, no later than the end of Winter Quarter of any academic year.

3.3 The Appeals Committee for central staff non-reappointment shall serve as a standing committee of the UWW and shall be comprised of the UWW central staff.

3.31 The Appeals Committee shall be responsible for reviewing cases of central staff non-reappointment brought before it.

3.32 The Appeals Committee shall reach a majority decision for support or non-support of the appeal and forward such a recommendation to the Director.

3.33 The Director shall be responsible for recommending to the Dean whether a current member of the UWW staff shall be reappointed for the following year.

Article IV. The Director

4.1 The Director shall have the ultimate responsibility for reporting to the Dean of University College.

4.2 The Director shall be appointed for one year terms.

4.3 In the event that the Director position falls vacant, the Dean of University College shall convene a search committee composed of no less than 3 persons from the current UWW central staff (including the current Director if available), and at least one UWW student, plus others the Dean may wish to include; and said committee shall forward the name (s) of selected candidate(s) to the Dean for approval.

4.4 The Director shall be evaluated annually by the Dean in consultation with the UWW central staff; and the Dean shall inform the Director no later than the end of Winter Quarter of any academic year the likelihood of reappointment for the next academic year.

Article V.

5.1 No central staff member of the UWW shall attain tenure within the University College.

Article VI. Community Faculty

6.1 UWW shall appoint persons from the non-University faculty to serve as temporary faculty of UWW.

6.2 Community Faculty shall be restricted to persons having specific knowledge and competency relevant to a single UWW student's study activity as specified in writing and agreed to by the student.

6.3 Appointment of persons to community faculty positions shall be made by the UWW central academic staff.

6.4 UWW may provide, as appropriate, honoraria to persons who have successfully completed their services as Community Faculty.

Article VII. University of Minnesota Faculty

7.1 Members of the University of Minnesota faculty (including coordinate campuses) shall be considered as potential faculty of UWW.

7.2 Faculty of the University shall have their involvement in UWW reported on a regular basis to their respective department chairpersons or other supervisor, as appropriate.

Article VIII.

8.1 UWW shall abide by and make affirmative efforts to follow the all-University policies concerning the recruiting and employment of women and minorities as students, staff, and faculty members.

Article IX. Students

9.1 Selection of students shall be the responsibility of the UWW central academic staff.

9.2 Students who have been formally admitted to UWW and who have paid tuition shall be counted as UWW students.

Article X.

10.1 UWW shall establish a student Advisory Board which shall advise the UWW central staff on various aspects of the UWW program, as appropriate.

Article XI.

11.1 The UWW By-Laws shall be amended only by a consensus vote of the central academic staff plus 2 UWW students who shall be appointed by the Director, with the approval of a majority of the UWW central staff.

UNIVERSITY WITHOUT WALLS
Student Advisory Board By-Laws
Amended and Approved

June 1974

Article I. General Description of the UWW Student Advisory Board.

1.1 The UWW Student Advisory Board is a permanent advisory body to the UWW Central Staff, established in accordance with Article X of the UWW By-Laws.

Article II. General Make-Up of the Student Advisory Board

2.1 The Student Advisory Board shall consist of not less than five, nor more than ten regular members, three alternates, and one UWW central staff member.

2.2 Student Board Members will be volunteers from the UWW student body and alumni.

2.21 In the event of a below minimum membership, an alternate shall be offered regular membership by the existing UWW Student Advisory Board.

2.22 In the event of a below minimum membership and lack of sufficient number of alternates, the UWW central staff shall recommend UWW students to serve as regular members of the Board.

2.23 The recommendations made by the UWW central staff for the vacant SAB membership(s) shall be

selected by the existing SAB in number until the minimum membership is established.

2.24 In the event of complete resignation of the SAB members, the minimum SAB membership shall be established by the UWW central staff.

2.3 UWW Academic Staff Membership.

2.31 One member of the UWW academic staff shall serve in a non-voting capacity on the Student Advisory Board.

2.32 One member of the UWW academic staff shall serve as an alternate to the above.

2.33 Selection of the UWW academic staff member shall be on a volunteer basis.

2.34 In the event of lack of volunteers, the UWW academic staff shall select a UWW academic staff representative.

2.4 Terms of the Student Advisory Board shall be for a duration of one year, not to exceed three terms.

2.41 Resignation from the Board will be in the form of a written notice, minimum 30 days, and will be submitted to the UWW central staff member.

2.42 Student Advisory Board membership terms apply to the period of Oct. 1 through Sept. 30.

Article III. Duties of the Student Advisory Board

3.1 Advise the UWW staff relating to pertinent program issues.

3.11 One board member selected by the Student Advisory Board may attend weekly UWW central staff meetings.

3.12 A Student Advisory Board member may attend UWW staff discussions concerning admissions policies.

3.13 A Student Advisory Board member may attend UWW staff discussions concerning disciplinary action policies.

3.2 The Student Advisory Board may serve as an intermediary in any student concern at the request of either the staff or student(s).

3.3 The Student Advisory Board has the option to initiate or participate in UWW program projects.

Article IV. Operating Procedures of the Student Advisory Board

4.1 The Student Advisory Board shall meet on a regular basis as stipulated by the Board, a minimum of once per quarter.

4.2 Student Advisory Board members must attend each Student Advisory Board meeting or notify the academic

staff representative of anticipated absence prior to the scheduled meeting.

4.21 Student Advisory Board alternates are encouraged to attend Student Advisory Board meetings.

4.22 All Student Advisory Board meetings are open to all UWW-interested parties.

4.3 Minutes shall be recorded at each Student Advisory Board meeting and shall be distributed to all UWW staff and students.

4.4 The Student Advisory Board By-Laws shall be amended only by 2/3 vote of the regular Student Advisory Board members.

4.5 Board recommendations shall be forwarded only with a majority vote of members present at the Board meeting.

4.6 Establishment of ad-hoc committees shall be according to the discretion of the Student Advisory Board or the Acting Chairperson.

4.61 Make-up of all committees may be composed of UWW staff, Student Advisory Board members, and UWW student body.

Article V. Student Advisory Board officers will consist of the Chairperson and Secretary.

5.1 The Chairperson shall serve on a rotating basis, in alphabetical order, not to exceed two consecutive meetings.

5.11 The Chairperson is responsible for distribution of all pertinent business of the Board to all committees.

5.12 The Chairperson has responsibility for finalizing the agenda of the meeting, of which she/he is to chair.

5.2 The Student Advisory Board secretary shall serve on a rotating basis, in alphabetical order, not to exceed two consecutive meetings.

5.21 The Secretary is responsible for recording Minutes and submitting them to the UWW academic staff representative.

5.22 The secretary is responsible for answering correspondence of other UWW students. (UWW staff and facilities are available for this purpose.)

5.3 Removal of officers and/or members shall be by two-thirds vote of the Student Advisory Board regular members.

Article VI. Evaluation of the Student Advisory Board

6.1 The Student Advisory Board shall evaluate its activities annually and as needed, and submit in permanent form its status to the UWW central staff.

PROJECT PROPOSAL OUTLINE

I. TITLE: Give your project a title. It should be a concise definition of what this particular project is all about.

II. BACKGROUND AND RATIONALE: Why do you want to do this project? How has your interest in the area evolved? Also, why do you think the study is worthwhile, generally: are your objectives worth knowing? To whom? Why?

III. OBJECTIVES: What is it you are trying to learn? Objectives should relate to your title and can often best be stated in question form. What are the questions for which you are seeking the answers? (BE SPECIFIC)

IV. RESOURCES: What "things" may hold answers to your questions (objectives)? What "containers" of information are likely to have what sorts of information?

V. METHODS: How will you get the information that answers your questions? Relate your methods to your resources.

VI. RESULT OF PROJECT: What will be the outcome(s) of the project? How will you communicate to others the result of your project and what you have learned?

VII. STUDY SCHEDULE: When will you start your project? When is the project (tentative) completion date?

How much time will you be spending on the project? Hours per week? How much time altogether?

VIII. FACULTY ADVISORS: What types of persons will you use in your project to monitor and evaluate what you do? Whether they are University faculty or community faculty, try to be specific.

IX. EVALUATION: Instead of receiving a grade, you and your project will have a written evaluation from a faculty advisor. On what criteria do you want your project to be evaluated?

X. BIBLIOGRAPHY: Provide a listing of the related readings you will pursue.

UNIVERSITY WITHOUT WALLS
University of Minnesota
331 Nolte Center
Minneapolis, Minnesota 55455

APPLICATION FOR COMMUNITY FACULTY APPOINTME

Applicant's Name _____

Address _____
(street) (city) (state) (zip)

Phone ( ) _____

Personal

Date of Birth _____

Social Security # _____

Formal Education

How much formal education have you had? (Check appropriate item)

___6th grade or less
___some high school
___high school diploma
___some college
___Bachelor's degree
___some graduate work
___Master's degree
___some work on Ph.D.
___Ph.D.
___post Doctoral study

What were your major study areas in college? _____

Have you received any special awards, fellowships, or other forms of recognition which you would like us to know about?

Employment History

List positions which you have held as a regular job, beginning with your most recent position: (give job title, company or institution, and starting and ending dates)

1. _____
2. _____
3. _____
4. _____
5. _____

(over)

What is the name of the UAA student with whom you will be working?

_____
Student's Name

Approximately how much time do you expect to spend with this student?

_____ Hrs.

In the space below, please elaborate on the expertise you possess in the student's area of study (what learning experience, formaland informal, contributed to your expertise) and the manner(s) in which you intend to share your expertise with the student.

UNIVERSITY WITHOUT WALLS

PROJECT EVALUATION

Student's Name _____

Evaluator's Name _____

Evaluator's Title and Place of Employment

_____

_____

Project Title/Description:

Project Duration: Date Initiated _____ Dated Completed _____

Please place your evaluation in the space given below. Thank you.

_____

(Evaluator's Signature) (Date)

University Without Walls

university of minnesota

narrative transcript

NAME _____ ADDRESS _____
STREET

I D _____ _____
CITY — STATE — ZIP

DATE OF ADMISSION _____ PHONE _____

MAJOR STUDY AREAS _____

u.w.w. approval

- ☐ B A
- ☐ B S
- ☐ NOT APPROVED
- ☐ DEAN'S RECOMMENDATION

grad. committee approval

- ☐ U C assembly member — name _____ position _____
- ☐ U of M faculty — name _____ position _____
- ☐ community faculty — name _____ position _____
- ☐ u.w.w. student — name _____
- ☐ u.w.w. advisor — name _____

UNIVERSITY OF MINNESOTA
TWIN CITIES

University Without Walls

university of minnesota

narrative transcript

FOR _____ UNIVERSITY OF MINNESOTA
STUDENT'S NAME

PROJECT TITLE:

PROJECT DESCRIPTION:

DURATION:

FACULTY EVALUATION:

UNIVERSITY OF MINNESOTA

UNIVERSITY WITHOUT WALLS
331 Nolte Center
September 23, 1974

POLICY MEMO

TO: UWW Students and Graduates
FROM: Central UWW office
RE: The UWW office maintenance of students' Narrative Transcripts.

Below is UWW's Narrative Transcript Release form. As you know, it is the responsibility of the University of Minnesota and of the University Without Walls to maintain student files while protecting the confidentiality of those files. The UWW has two policies regarding the release of a student's Narrative Transcript, outlined below

Policy 1. IN-OFFICE RELEASE OF NARRATIVE TRANSCRIPTS
The Narrative Transcript Release Form will allow your Narrative Transcript to be viewed (within the confines of the UWW office) by prospective students and other parties who would gain from seeing a sample Narrative Trnascript. If you wish to authorize this type of "in-house" release of your Narrative Transcript, please complete the Narrative Transcript Release Form and return it to:

UWW Records Clerk
University Without Walls
331 Nolte Center
University of Minnesota
Minneapolis, Minnesota 55455

Policy 2. RELEASE OF NARRATIVE TRANSCRIPT TO INDIVIDUALS OR INSTITUTIONS. Whenever you wish to have a copy of your Narrative Transcript sent by our office to an individual or institution, you must make a written request. The cost per Narrative Transcript sent out of our office is $1.00. Send check or a money order, along with your written request, to the Records Clerk at the above address. Make check or money order payable to the University of Minnesota.

Policy 3. Every active student in UWW will receive, without cost, a copy of his/her current UWW Narrative Transcript during the Fall Quarter of every year.

NARRATIVE TRANSCRIPT RELEASE FORM

Permission is hereby granted to the UWW office to allow my Narrative Transcript to be viewed within the confines of the UWW office, by students and other interested parties.

_____ signed

_____ date

LEAVE OF ABSENCE

NOTIFICATION FORMAT

NAME_____ DATE_____

ADDRESS_____ ADVISOR_____

_____ PHONE_____

QUARTER(S) TO BE INACTIVE_____

*QUARTER INTEND TO REACTIVATE_____

DATE REACTIVATED BY UWW_____

REASON FOR LEAVE OF ABSENCE:

*Unless the student submits this leave of absence notification to the UWW staff in advance of the registration period for their second quarter of inactive status (6th week of class) the student will be dropped from the program. Leave of absence students will be put on a waiting list the quarter of projected reactivation. Students are reminded that this does not guarantee reactivation that quarter. Order of priorities for activating students is: 1) deferred admissions; 2) deferred waiting list; 3) new admissions; and 4) leave of absence waiting list. If the number of students on the list exceeds the number of slots open in UWW for the quarter, a lottery system will be used to fill those slots. All other students will be put on the deferred waiting list. Students reactivated after a leave of absence who fail to register the quarter of reactivation will be automatically dropped.

SIGNED:_____
Student's signature

Student's copy THIS FORM SHOULD BE FILLED OUT IN DUPLICATE

*Leave of absence policy adopted by the UWW staff, July 17, 1975

xx

UNION/UWW INSTITUTIONS

UNIVERSITY OF ALABAMA, NEW COLLEGE, University, AL 35486; Tel: 205-348-4600
Neal Berte, Dean, Vice President for Educational Development;
Tel: 205-348-6570
Bernard Sloan, Associate Dean, New College, and Director, External Degree Program

ANTIOCH COLLEGE, Yellow Springs, OH 45387; Tel: 513-767-7331
James P. Dixon, President

UWW PROGRAMS: Antioch College/West, 3663 Sacramento St., San Francisco, CA 94118
Tel: 415-931-6170
Joseph McFarland, Dean

San Francisco Center, 1161 Mission St., San Francisco, CA 94103
Tel: 415-864-2570
Lance Dublin, UWW Program Director

Antioch/Philadelphia, 1227 Walnut St., Philadelphia, PA 19107
Tel: 215-629-1370
David Frisby, UWW Program Director

* COMMUNITY COLLEGE OF BALTIMORE, 2901 Liberty Heights Ave., Baltimore, MD 21215
Harry Bard, President
Jerry M. Cohen, Asst. Dean, Div. of Cont. Ed.; Tel: 301-462-5800
Herman Westerberg, Dean, Div. of Cont. Ed.; Tel: 301-462-5800

BARD COLLEGE, Annandale-on-Hudson, NY 12504; Tel: 914-758-6822
David C. Pierce, Acting President; Ext. 131
Bernard Tieger, UWW Program Co-Director; Ext. 224
Irma Brandeis, UWW Program Co-Director; Ext. 143

UNIVERSITY WITHOUT WALLS/BERKELEY, 2700 Bancroft Way, Berkeley, CA 94704
Victor Acosta, UWW Program Co-Director; Tel: 415-548-0666
Barbara T. Christian, UWW Program Co-Director
Michiko Ishikawa, UWW Program Co-Director
Carl H. Putz, UWW Program Co-Director
Cesar Quintero, Business Manager
John Bilorusky, Director, Graduate Studies

* UNIVERSITY OF CALIFORNIA EXTENSION, San Diego, La Jolla, CA 92037
Martin N. Chamberlain, Assistant Chancellor, Extended Studies;
Tel: 714-452-3414

CHICAGO STATE UNIVERSITY, Ninety-Fifth and King Drive, Chicago, IL 60628
Benjamin Alexander, President; Tel: 312-995-2550
Norman Somers, Director of Educational Experimentation; Tel: 312-995-2213
William Charland, UWW Program Director; Tel: 312-995-2221
George McCrowey, UWW Assistant Director; Tel: 312-995-2221
Terry Joe, UWW Administrative Assistant; Tel: 312-995-2221

FLAMING RAINBOW/UNIVERSITY WITHOUT WALLS, P.O. Box 154, Tahlequah, OK 74464
Henry Chitty, UWW Program Director; Tel: 918-456-5662
Danny Goehring, Program Assistant

FLORIDA INTERNATIONAL UNIVERSITY, Tamiami Trail, Miami, FL 33144
Charles Perry, President; Tel: 305-552-2111
Milton Byrd, Provost, Interama Campus; Tel: 305-552-2787
Jules O. Pagano, UWW Program Director; Dean, Div. of Spec. Acad. Progs. Tel: 305-552-2491
Dabney Park, Director, External Degree Program; Tel: 305-552-2376

Miami Dade Community College, 300 N.E. 2nd Ave., Miami, FL 33132
Peter Masiko, President
McGregor Smith, Life Lab; Tel: 305-577-6768

FRANCONIA COLLEGE, Franconia, NH 03580; Tel: 603-823-8045
Leon Botstein, President
Paul (Skip) Lau, UWW Program Director

FRIENDS WORLD COLLEGE, Plover Lane, Lloyd Harbor, Huntington, NY 11743
George H. Watson, Moderator; Tel: 516-549-5000
P. Veeravagu, UWW Program Director; Tel: 516-549-4110

GODDARD COLLEGE, Plainfield, VT 05667; Tel: 802-454-8311
Jack Andrews, Acting President
Tony Pearce, UWW Program Director

* GOVERNORS STATE UNIVERSITY, Park Forest South, IL 60466; Tel: 312-534-5000
William E. Engbretson, President
Mary Endres, Vice President for Academic Affairs

HISPANIC INTERNATIONAL UNIVERSITY, 3602 Navigation, Houston, TX 77003; Tel: 713-222-8364
Frumencio Reyes, President
Ted Grossman, UWW Program Director

HOFSTRA UNIVERSITY, Hempstead, NY 11550
Robert Payton, President; Tel: 516-560-3271
William J. Petrek, Provost; Tel: 516-560-3561
David Christman, Dean of New College; Tel: 516-560-3462
Seward Lord, UWW Program Director; Tel: 516-560-3651

** HOWARD UNIVERSITY, Washington, D.C. 20059; Tel: 202-636-6100
James E. Cheek, President; Tel: 202-636-6040
Mrs. Anita H. Hackney, UWW Program Director; Tel: 202-636-6100

JOHNSTON COLLEGE, UNIVERSITY OF REDLANDS, Redlands, CA 92373; Tel: 714-793-2121
Eugene Ouellette, Chancellor
E.K. Williams, UWW Program Director

* KIRKLAND COLLEGE, Clinton, NY 13323; Tel: 315-859-4011
Samuel Babbitt, President; Tel: 315-859-7203

LORETTO HEIGHTS COLLEGE, 3001 S. Federal Blvd., Denver, CO 80236
Mrs. Adele Phelan, Acting Chief Administrator; Tel: 303-935-9472
Antony Parimanath, Academic Dean; Tel: 303-936-8441, Ext. 202
Elinor Greenberg, UWW Program Director; Tel: 303-936-8441, Ext. 221
Roger Lauen, UWW Teacher Corps Coordinator

UNIVERSITY OF MASSACHUSETTS, Amherst, MA 01002
Robert Woodbury, Associate Provost, Whitmore Administration Building Tel: 413-545-2554 or 545-2181
Edward J. Harris, UWW Program Director, Wysocki House; Tel: 413-545-0844

UNIVERSITY OF MINNESOTA, Minneapolis, MN 55455
C. Peter Magrath, President; Tel: 612-373-2025
James Wernta, Director, Center for Educational Development, 314 Walter Library
Tel: 612-373-4537
Harold Chase, Vice President, Academic Administration
Barbara Knudson, Dean, University College, 105 Walter Library
Tel: 612-373-4638
Jeffrey Johnson, UWW Program Director, 331 Nolte Center; Tel: 612-373-3919
Janet Coleman, Coordinator, Teacher Corps Project
Glendora Hauger, Principal Secretary, UWW

MORGAN STATE COLLEGE, Baltimore, MD 21212
Thomas Fraser, Acting President; Tel: 301-323-2270
Horace Judson, Vice President for Academic Affairs; Tel: 301-323-2270
Roger Williams; Tel: 301-893-3372
URBAN REGIONAL LEARNING CENTER, c/o Morgan State College, Baltimore, MD 21212
Argentine Craig, UWW Program Director; Tel: 301-323-2986

NORTHEASTERN ILLINOIS UNIVERSITY, Bryn Mawr at St. Louis Ave., Chicago, IL 60625
James H. Mullen, President; Tel: 312-583-4050
Kenneth W. Stetson, UWW Program Director; Tel: 312-583-4050
Reynold Feldman, Director, Center for Program Development; Tel: 312-583-4050
Simone Deeley, Planning Coordinator for INTERVERSITAS, Center for Program
Development; Tel: 312-583-4050

UNIVERSITY OF THE PACIFIC, Stockton, CA 95204; Tel: 209-946-2264
Otis Shao, Provost, Callison College; Tel: 209-946-2441
Cliff Hand, Vice President for Academic Affairs
Alan L. Mikels, UWW Program Director

* PITZER COLLEGE, Claremont, CA 91711; Tel: 714-626-8511
Robert Atwell, President
James B. Jamieson, Vice President; Ext. 3916

ROGER WILLIAMS COLLEGE:

Bristol, RI 02809; Tel: 401-255-2111
Ralph Gauvey, President

35 Richmond Street, Providence, RI 02903; Tel: 401-751-6700
Robert Leaver, UWW Program Director
Jeannie Hyde, Records Officer
Joan Levesque, Budget Officer
Nancy London, Coordinator of Special Projects, Teacher Corps Coordinator
Gary McGlouth, Acting Director of Student Aid
Nancy Teare, Administrative Assistant for Admissions

SHAW UNIVERSITY, Raleigh, NC 27602
Archie Hargraves, President; Tel: 919-755-4920
Robert Powell, Vice President; Tel: 919-755-4980
Abdul Elkordy, UWW Program Director; Tel: 919-755-4905

SKIDMORE COLLEGE, Saratoga Springs, NY 12866; Tel: 518-584-5000
Joseph Palamountain, President
Mark Gelber, UWW Program Director

STEPHENS COLLEGE, Columbia, MO 65201; Tel: 314-442-2211
Norman P. Auburn, Acting President
James Waddell, Assoc. Dean of Faculty, UWW Program Director
Dorothy Elliott, Coordinator, UWW Program

* WEBSTER COLLEGE, 470 East Lockwood, St. Louis, MO 63119; Tel: 314-968-0500
Leigh Gerdine, President
Joseph P. Kelly, Vice President
Charles F. Madden, Dean of the Undergraduate College
Sister Barbara Ann Barbato, S.L., Director of Contract Center

WESTMINSTER COLLEGE, Fulton, MO 65621; Tel: 314-642-3361
Dale Purcell, President
Gale Fuller, UWW Program Director
William Parrish, Dean

UNIVERSITY OF WISCONSIN-GREEN BAY, Green Bay, WI 54302
Edward W. Weidner, Chancellor; Tel: 414-465-2207
Carol Follis, UWW Program Director; Tel: 414-465-2643
Bonni Yordi, Coordinator and Advisor; Tel: 414-465-2643
Phyllis Schlesinger, Advisor; Tel: 414-465-2643
Philip Van Price, Advisor; Tel: 414-465-2643
Andy Pyatskowit, Project Coordinator, Teachers for Indian Children, Box 149, Keshena, WI 54135; Tel: 715-799-3792 at Menominee County Community School

UNIVERSIDAD BORICUA, 1766 Church Street, Washington, D.C. 20036; Tel: 202-667-7940
Victor Gabriel Alicea, President
Orlando Perez, Director, Budgets and Management

UNIVERSIDAD DE CAMPESINOS LIBRES, 841 W. Belmont Ave., Fresno, CA 93728
Tel: 209-485-1633
Ysidro R. Macias, President and Director

---

* Union Institution Only
** UWW Institution Only

All other institutions both Union and UWW

STAFF (UECU):
Paul Barberini, Financial Aid
Samuel Baskin, President
Carol Bieri, Records & Registrar
Lee Roy Black, Director of Correctional Education Programs
Walter Buchmann, Director of Developing Programs
King Cheek, Vice President for Planning and Program Development
Edwin F. Hallenbeck, Director of Research
Reggie Jones, Director, UWW Minority Group Programs
Jerry Mandina, Director, High School/College UWW Program
Linnhe Moeller, Program Associate
Renate Muffler, Director of Finances
John Pool, Coordinator, Union Graduate School, Yellow Springs, Ohio
Mark Rosenman, Program Associate, 23 7th Street, SE, Washington, D.C.

ADMINISTRATIVE/SECRETARIAL STAFF:
Bronwen Armstrong, Clerical Assistant
Sheila Christie, Administrative Assistant to the Vice President for Planning and Program Development
Linda Crass, Secretary, Mr. Black
Susan Gildow, Administrative Assistant to the President
Kathy Steele, Secretary, Mr. Hallenbeck & Mr. Buchmann